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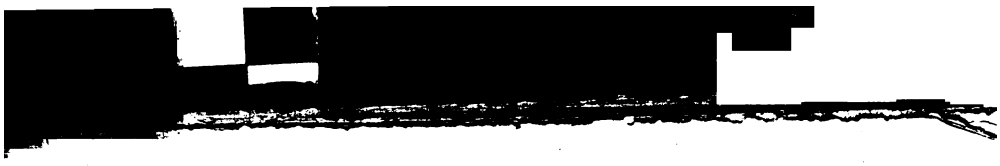

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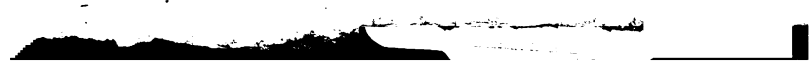

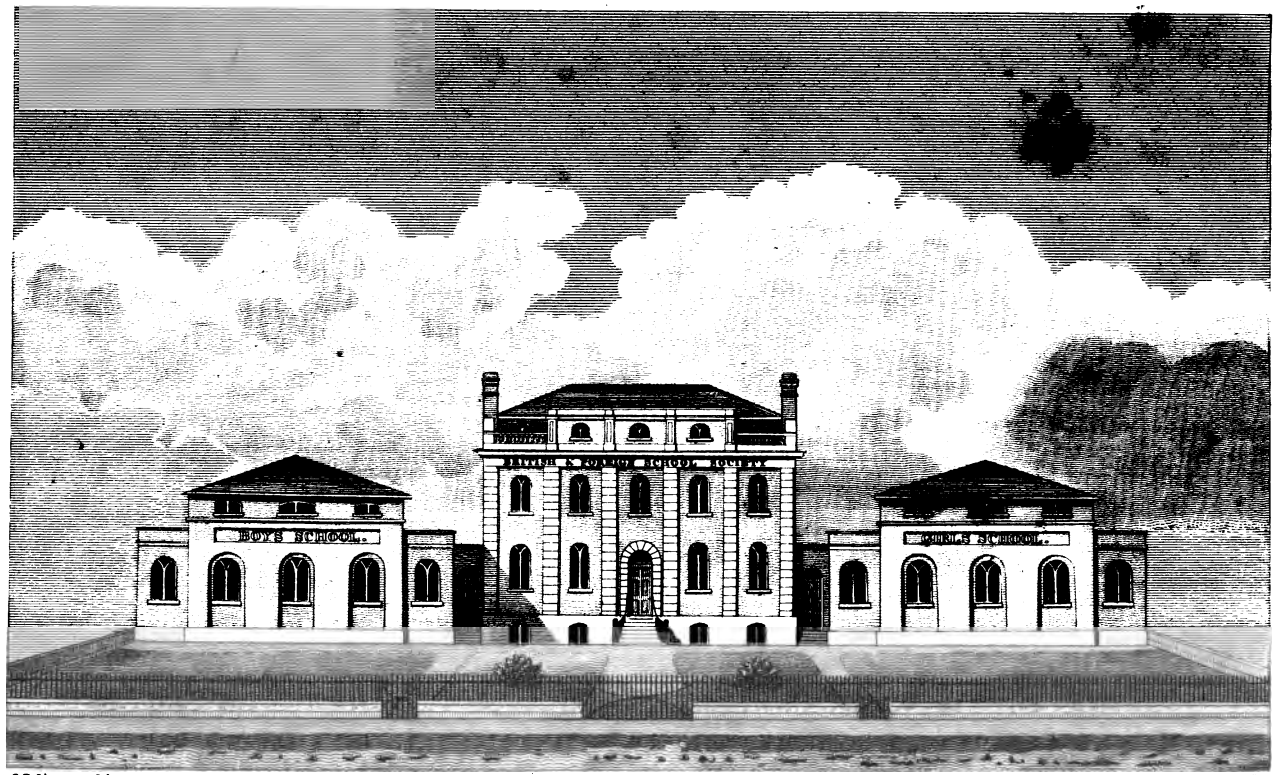

S. Robinson Arch.t

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Elevation of the Building erected for the British & Foreign School Society in Borough Road Southwark

MANUAL

OF

THE SYSTEM

OF TEACHING

Reading, Writing, Arithmetic, and Needle-Work,

IN THE ELEMENTARY SCHOOLS

OF THE

BRITISH AND FOREIGN SCHOOL SOCIETY.

FIRST AMERICAN EDITION.

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TO THE PUBLIC.

IN the winter of 1799, a few young men, in the habit of meeting together on evenings for the purpose of social conversation, started the idea that they might employ their time very beneficially, by teaching gratuitously children of the poor, who had no means of obtaining it, the rudiments of an English education.—The idea was approved, and a plan immediately adopted.—A little band, consisting perhaps of not more than nine—apprentices, clerks, and young men just commencing business—was formed, and, under the style of "The Philadelphia Society for the free Instruction of Indigent Boys," commenced their labours.—A Night School was opened, in which they alternately officiated in weekly classes; and instructed between twenty and thirty scholars in the ordinary branches of English education.—Their total revenue during the first season, it appears, was only sixteen dollars, thirty-seven cents; derived from their own contributions;—their expenditures, nine dollars, twenty-seven cents; evincing an extraordinary exercise of economy, and close devotion of their time and talents to the object of their association.

The succeeding year the Society was enlarged; and the calls for more extensive usefulness became so urgent, that in June, 1801, it was unanimously resolved to open a Day School, although the contemplated expense would subject the members to the payment of one dollar per month; and this sum was actually levied, and for some time collected.

The Constitution of the Society was then new modelled, and the stile altered to "The Philadelphia Society for the Establishment and Support of Charity Schools."

A rapid and continual influx of members induced the Society to desire an act of incorporation, the accomplishment of which was hastened by an event, as unexpected, as it was animating.—While the founders of this Institution, unobserved by the world, without any resources but their personal labour and contributions, were arranging a plan for the establishment of a Charity School, on the most liberal principles, Christopher Ludwick, a wealthy, and benevolent German citizen, was employed in providing funds for precisely such an institution.—He died in June, 1801, leaving a residuary legacy, estimated at eight thousand dollars, to the association first incorporated for the purpose of teaching gratis the poor in the city of Philadelphia, the districts of Southwark and the Northern Liberties, without respect to the country or religion of their parents or friends. —The magnitude of the bequest excited a desire in the then Trustees of the University of Pennsylvania to become the managers of this fund, and they of course became rivals of the Society in the endeavour to be first to obtain a charter.*

* The struggle for priority on this occasion was marked with the same generous enthusiasm that gave origin to the Society:—It was required, after obtaining the signatures of the attorney general, judges, and governor in Philadelphia, that the instrument should be transmitted to Lancaster, and recorded in the Rolls Office, to complete the act of incorporation.—The chief magistrate, the late venerable Thomas M'Kean, maintaining a just and strict impartiality, delivered the two deeds to the agents of the rival candidates precisely at the same moment.—The victory now depended upon the despatch of the respective messengers to Lancaster.—Joseph Bennett Eves, a young gentleman, whose ardent solicitude and strenuous efforts for the welfare and permanent establishment of the Society, will long live in the grateful remembrance of his associates, volunteered his services on this occasion. The express for the University started first—on horseback;—Eves followed in a sulkey. The express was provided with relays on the route;—the Society had omitted this precaution. The express was completely distanced, ere he reached his first stage, and abandoned the enterprise. Eves, unconscious of his early triumph, held on his way. The weather being excessively warm—his horse at length failed. He hired another from a plough in the field to go to the next town four miles distant, where he purchased a third belonging to a traveller. Notwithstanding these obstructions, he performed the journey, a distance of sixty-six miles, in the short space of seven hours.

Being the first incorporated in conformity to the provisions of Mr. Ludwick's Will, the right of the Society to the legacy was clearly established; but they did not obtain it until near five years afterwards; when ten thousand three hundred and forty dollars were transferred to them by the executors, in public stock, bonds, mortgages, &c. A small brick house, and the lot on which it is erected, will be inherited on the death of the Testator's widow.

In the mean time the Society did not rest in supineness, waiting the aid of this legacy.—Continually growing in strength by an accession of members, their exertions kept pace with their ability.—Hitherto a room had been rented to accommodate the scholars;—the Society, in 1803, resolved to erect a building for their use. A numerous committee was appointed to collect subscriptions. The late Dr. Benjamin Rush, then a member of the Society, wrote an Address to the Citizens; and two thousand eight hundred dollars were immediately subscribed. A lot of ground was purchased and a neat two storied brick edifice erected thereon, and completely fitted up for the reception of scholars by the close of the year 1804. The number of scholars at that time was sixty, under the care of Thomas Walter, the present superintendant of the Boys' Department, who had been appointed to the office of Teacher in 1802, and still continues in the employ of the Society, a diligent and capable officer. The number of scholars gradually increased. In 1809 there were two hundred and seventy-eight under the care of the principal, and an assistant whom it had become necessary to employ. The funds continuing to augment from donations, legacies, and contributions of additional members, it was resolved in 1811, to establish a School for Girls; and by the close of the following year one hundred and eighty-six females were receiving the benefits of education under the care of the Society.

The income of the Society, from this time, enabled them to expend about seventeen hundred dollars, and to educate upwards of four hundred scholars annually.

In 1814, a plan was formed, to procure a Library for

the School. A committee, appointed by the Managers, collected through the aid of a number of booksellers and the subscriptions of several other persons, about four hundred volumes, since which the number has been increased to six hundred, and placed in a book-case, in the Boys' School. These books are moral and instructive; and care is taken to exclude any whose tendency might inculcate erroneous or dangerous principles in morality and religion. The names of the contributors to this Library, with the amounts of their charitable offerings, are recorded to their praise. The management of the Library is confided to a Committee, who, with the Teacher of the Boys' School, acting as Librarian, distribute the books to the most industrious and deserving children; thus holding out an excitement to application and improvement.

Many of the children being deficient in the article of clothing, particularly in the winter season, the Board have annually appointed a Committee to solicit and receive donations in money and clothes for this object. In attending to the duties of this appointment, the several Committees have been enabled, from time to time, to report a satisfactory performance of the task assigned them.

It has also been considered a matter of considerable importance when children have attained to a suitable age, and finished their education, to assist their parents and guardians in procuring places for them as apprentices in trades or professions. A Committee from the Board is annually appointed to this service, who have met with such success as to be encouraged in the prosecution of their labours.

About the close of the last year the Society received from Thomas Montgomery and George Latimer, Esquires, executors of the late Robert Montgomery, deceased, the very liberal donation of four thousand dollars, with the restriction of applying three thousand thereof to the education of poor children in the district of Southwark. The establishment of Schools in that district having, for several years past, been a favour-

ite object with the Society, they now determined to attempt its accomplishment, and directed the Board of Managers to open a School or Schools, as soon as the state of the funds, with the aid of the bequest, would warrant the undertaking. In pursuance of this authority, the Board determined forthwith, to open two Schools on the Lancasterian System, though the funds of the Society were not adequate to their full support. They perceived that much good might be expected from promptness in fulfilling the wishes of the Society, while no accession of pecuniary means could follow a lukewarm course. They submitted a proposition to the County Commissioners, to receive into these schools a limited number of pupils, at the rate of six dollars per annum, including books, stationary, &c. The offer was immediately accepted, being little more than half the sum paid by the public in other Schools for teaching the children under the care of the Commissioners. The Schools are now open, and contain nearly three hundred pupils, which, with four hundred in the city Schools, makes the whole number of pupils now educated by the Society about seven hundred. The last yearly report of the Managers states the whole number of children admitted to the Schools, since the establishment of the Society, to be two thousand five hundred and sixty-three. To this number may be added about four hundred, admitted since the date of the report.

The Society now consists of about 400 members. It is possessed of a school house, and lot of ground on which it stands, situate in Walnut, between Sixth and Seventh streets, opposite the public open square; a lot of ground in Kensington, the donation of the late John Dickinson, Esq. of Wilmington, Delaware; and funded capital stock to the amount of eighteen thousand dollars.

Contrasting the present situation, with the origin of the Society, its members are thankful to the great Disposer of events; and, at the same time, are impressed with the weight of the responsibility of their undertaking.

In addition to the names of the deceased benefactors of the Institution already recorded, may be added those

of Chamless Wharton, who bequeathed four thousand dollars; John Keble, three thousand dollars; Sarah Moore, one thousand dollars, and several others of smaller sums, viz. Laurence Herbert, Thomas Kinsey, Mary Cannon, and Catharine Zimmermann; all of which have been received, and in conformity with an early and favourite wish of the Society, to maintain unimpaired all legacies, invested in real estate or stock yielding a regular income. To these legacies will be added another, bequeathed by the late John Evans, to be paid on the demise of his widow.

If it be asked, what connexion has the Philadelphia with the British and Foreign School Society? the answer will be found in the sequel.

In the year 1813, the Lancasterian method of teaching was introduced into the Girls' School, under the care of a lady who had acquired a knowledge of it in Mr. Ould's school at Georgetown, in the district of Columbia. Such has been the obvious advantages of that excellent system, that the Society feel bound, from considerations of public good, to bear the most decided testimony in its favour. But it is in vain to recommend to public confidence any new or untried scheme for improvement, without, at the same time, developing its peculiar advantages. The Manual now published will tend, more than all the Society could say, to familiarize the reader with the elementary principles of a System which, by the force of its own merits, is extending itself all over Europe.

Having been long engaged in promoting public instruction upon principles of accommodation to the children of the humbler class of life, the Society do not consider itself intruding on the public while recommending a System that experience has proved to be the best. With the proper use of the Lancasterian System, one half of the money expended in the education of children, would not only more effectually answer the end intended by their parents and guardians, but would be much more beneficial to the community at large. Our government being free in its principles, opposed in its genius to all distinctions in society but those of virtue and talents, and par-

ticularly dependant on the good dispositions of the majority, who, under all governments not popular, are considered in the light of cerfs or menials, has a great interest in the promotion of the Lancasterian System of Education. It is so capacious as to embrace the greatest numbers. A thousand may be educated in one school. All the children of a village or a neighbourhood may meet together on the same footing, be disciplined by the same rules, inspired by the same emulation, influenced by the same motives, taught the same lessons, impressed with the same moral sentiments, and be fitted for life on an equality that no other system can afford. These are not the suggestions of enthusiasm. The System has been established in England long enough to develope all the advantages ascribed to it.

In the United States, the benevolence of the inhabitants has led to the establishment of Charity Schools, which, though affording individual advantages, are not likely to be followed by the political benefits kindly contemplated by their founders. There is a disposition in the people averse to dependence. In the country, a parent will raise children in ignorance sooner than place them in Charity Schools. It is only in large cities, Charity Schools succeed to any extent.

These dispositions of the people may be improved to the best advantage, by the Legislature, in place of Charity Schools, establishing Public Schools for the education of ALL CHILDREN, the offspring of the rich and the poor. These Schools ought to be at the public cost, to be defrayed by a specific tax, which, in the end, would in no respect increase the public burthens; for that money usually spent in partial education, would support a Lancasterian School sufficient to teach all the children of a parish or neighbourhood.

Great advantages would naturally flow from such a scheme. It is to be feared that many of the teachers in our cities and country are not qualified to teach. They do real injury: but, unfortunately, the least qualified are generally the most successful, not in teaching, for they are unqualified, but in obtaining a livelihood. They re-

sort to the policy of working low, or accommodating themselves to the necessity or penury of their employers. The Lancasterian System would remedy this evil, because it enables a teacher to instruct a thousand at a much cheaper rate. On the old plan, thirty pretenders would be supported in the abuse of the morals and intellect of the same number.

The Lancasterian System seems to be a branch of that wonderful Providence, which is destined to usher in the millennial day. It is calculated to teach nations in the shortest period, and prepare them for the reception of truth, THE WORD OF TRUTH.

With these reflections, the Manual of the British and Foreign School Society, is offered to the Public.

MANUAL

OF

THE BRITISH SYSTEM.

FOR the sake of distinctness and easy reference the subject is divided into four parts:—The first treats of the School-room and its Apparatus:—the second, of the Manner of Teaching:—the third of the Discipline of the School, including the Qualifications and Duties of the Master and Monitors:—the fourth, Hints for the Formation and Management of School Societies.

PART THE FIRST.

The School-Room and its Apparatus.

THE situation of the school-room should be as retired and quiet as circumstances will admit. The ground should be high, and open to the south: to preserve the pupils from the inconveniences of cold and damp, it will be better to raise the ground two or three feet above the surrounding level.

It is highly desirable, even if the school should not be very large, that there should be space enough for a play-ground or yard, in which the children may assemble before they go into school, or during the hours of recreation. The soil of this yard should be of sand to the depth of one foot. It should be inclosed by a wall of suitable height; and ought to have a communication with the street without passing through the school. There should be a good supply of fresh water, either from a pump or cask, with conveniences for the children to wash their hands and faces.*

It would also be desirable, for the accommodation of the pupils, that one side of the yard should be furnished with stone seats; and a part be covered, in order to protect the children from inclemency of weather.

* Every direction respecting the seats, sand for the play ground, &c. are calculated for the climate of England; it must, therefore, be left to the judgment of the people of the United States, and of every clime, to use their own discretion in these matters.

General Arrangement of the School-Room.

The school-room should be a long square, the length about twice as great as the breadth.

The height of the walls should be proportioned to the length of the room. It may vary from 11 feet to 16 feet at discretion, or may be equal to the fourth part of the length of the apartment: the walls should be lime whitened, which, while it will give a neat and clean appearance, reflects light, and will contribute to the preservation of health. As it is of great importance to admit as much light as possible into the school, there must be a considerable number of windows, each of which should be fixed in a wooden frame, and moveable upon pins or pivots in the centre, so that by drawing the upper part into the room the school might be sufficiently ventilated in hot weather—a circumstance of the utmost importance to be attended to, as the health of the pupils in a great measure depends upon it.

The lower part of the windows should be at least 7 feet from the floor, in order that the light may not be inconvenient, and that the wall might be at liberty for the reading lessons, &c., which are to be attached to it.

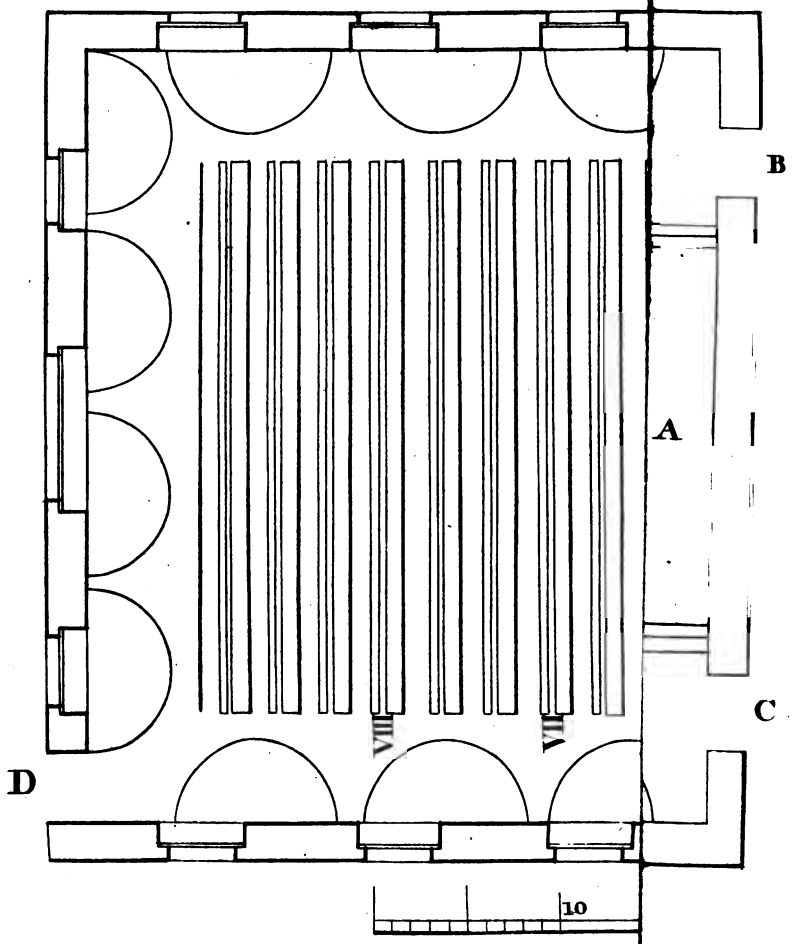
The roof should be ceiled, which will considerably diminish the heat in summer and the cold in winter, as well as improve the appearance of the room. But as it is of great consequence to prevent the reverberation of sound, the ceiling should be as high as possible.

There should be holes in the ceiling, or in the wall near it, to let foul air escape. This may be effected by a sufficient number of tubes so contrived that they may be opened or shut at pleasure; and at the same time fresh air might be admitted from the outside of the building by tubes communicating with the lower part of the room.

There should be neither projections in the walls nor pillars to support the roof, which would interfere with the arrangement of the school, and obstruct the view of the master and of visiters. But if pillars are necessary, let them be placed at each end of the forms, but never in the middle of the room.

The floor may be paved with brick or tiles, or prepared with a mixture of clay, slacked lime, and scales of iron from a smith's forge. The earth being previously levelled and consolidated by a heavy roller, or by ramming, the mixture should be applied, and well beaten down. Wooden or stone floors are objectionable on account of the noise they produce by the trampling of the feet.*

* The objection to wood flooring is of trivial importance, when the health of the children is in danger. For the climate of America, pine boards are preferable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In order that all the children should be completely seen by the master, it is of great importance that the floor should be an inclined plane, rising one foot in twenty from the lowest part, near the master's desk, to the upper end of the school, where the highest or eighth class is situated.

At the lower end is the platform, elevated in proportion to the length of the room from 2 to 3 feet. The length and breadth of the platform must be in proportion to the size of the room. See Plate 1. fig. A.

The centre of the platform is the place for the master's desk; and on each side there must be a small desk for the principal monitors.

The entrance door should be on the side of the platform, at the master's end of the school, in order that the visiters on entering the school may have a commanding view of all the children at once.—In Plate 1. there are two doors, B and C, communicating with the street, in order to afford an easier egress in the case of a large school; the door at the other end, D, opens into the play-ground.

Whatever may be the size of the school-room, it may be sufficiently warmed by means of two or four stoves placed at the extremities of the apartment. But the most uniform and constant temperature is obtained by steam when conducted along the lower parts of the room through pipes, or by heated air conveyed into the room through tubes communicating with a stove, the sides and back part of which are surrounded by a close casing of iron, leaving a sufficient space for a current of fresh air to be brought in through a tube:—this, coming in contact with the stove and the outside of the flue or iron chimney which passes through the casing, is heated, and may be discharged into the room near the floor by means of iron pipes. This method has been found to answer extremely well; the stoves may be had of R. Howden, of Oldstreet Road, London, an ingenious mechanic, who has obtained a patent for his invention.

The middle of the room is occupied with the forms, a passage being left between the ends of the forms and the wall, full 6 feet broad; where the children form half circles for reading.

The forms and desks must be fixed firmly in the ground to the depth of 1 foot; the *wooden legs* or *supports* should be 6 inches broad and 2 inches thick; their number of course will be in proportion to the length of the forms. A form 20 feet long will require five, and they must be so placed that the supports

to all others. It will be sufficient if the rising of the floor commence at the third class in a moderate sized school; but the *whole* floor must rise from that point, so as not to have any break at all in the surface.

of the forms may not be immediately opposite to those of the desks.

There should not be less than 9 desks in a school-room, nor more than 30: the corners of the desks and forms are to be made round, in order that the children may not hurt themselves.

Forms and Desks of the First, or Sand Class.

The sand-desks for the first class are three in number, in a school consisting of 500 children; two for a school of from 200 to 300 children; only one is required for a school of 100 children and under.—The sand-desks are placed next the platform, at the distance of 6 feet;* the height of the desks is 2 feet; the height of the forms is 14 inches. The horizontal distance between the desk and its form is 3 inches.

The boards which are used for forms should be 6 inches broad; those that are used for these desks should be placed horizontally—they are 9 inches broad. A space of 5 inches taken from the width of the desk is necessary to confine the sand, in which the children trace the letters of the alphabet. The remaining space nearest the child supports the left arm whilst forming the letters. The sand should be kept upon the desk by means of a ledge about half an inch high. A hole, an inch wide, is made at the extremities of each desk, under which is placed a drawer to receive the superfluous sand, when it is made even with the sand smoother.

The sand employed for this purpose should be very fine and dry: *white* sand is preferable, and the top of the horizontal desk in which it is spread should be painted of a dark colour: marble calcined, and afterwards pounded and sifted, answers the purpose remarkably well; it should be so spread upon the desk as to form a very thin layer.

Every sand-desk has a smoother, which may be made of a piece of wood eight inches long, and of the same breadth as the bed of sand held between the ledges of the desk. This smoother is furnished with a handle, by which it may be held and slipped over the bed of sand.

Alphabet-Wheel.

The letters of the alphabet which are to be imitated by the children in sand, must be placed before them in a large size, either upon a simple moveable stand near the centre of the platform, or, which is still better, they may be exhibited by the

* The distance between the master's platform and the first desk appears too wide: one foot and a half is sufficient passage for a school of 200 children. The width of the platform for the master and the passage should be regulated by the size of the school.

alphabet-wheel; this is a circular board about 4 feet in diameter. Upon the face, near the circumference, the Roman capitals are painted according to the order of the alphabet. The letters E F, and M W, are added at the end of the alphabet as well as in their regular order. These letters so nearly resembling each other, it is of consequence that the pupils should be readily able to distinguish them. The height of the letters is about 3 inches.

On the same side of the board, in an inner circle, the small Roman letters are painted in the order of the alphabet, each small letter standing under its corresponding capital. The letters b d, and p q, are added at the end of the alphabet, making the number of letters in each circle thirty.—The board is painted black, the letters white.

The front of the master's desk is close boarded, and forms part of the front of the platform; close to the inside of this boarding the alphabet-wheel is placed, and made to turn upon its centre by a winch, which is fixed on the outer end of the axle. An opening is made in the boarding of the desk perpendicular to the axle opposite, and equal in height to the two circles, within which the large and small alphabets are painted, and wide enough to show one letter only; so that by turning the winch the letters will appear in succession. On the opening there is a slider made to cover the small letters and show the capitals, or to cover the capitals and show the small ones at pleasure.

In a school in which the number of boys does not exceed 300, the letters on an alphabet-wheel placed in the situation described will be seen by the boys at the two extremities of the desks; but if a school-room be calculated for more than 300, in consequence of the increased length of the desks, the boys at the two extremities, from their oblique situation, will not have a good view; in such a case it will be necessary to have two such wheels, one placed at each of the monitor's desks.

Forms and Desks of the Writing Classes.

The desks of the second class come immediately after those of the first class. They are to be three inches higher than the latter.—In the construction of the desks of the other classes, they should all differ half an inch in height.

The forms are six inches broad. The desks are inclined planes rising from one to two inches according to the breadth. Those of the second class are 6 inches broad; those of the third, $6\frac{1}{2}$; those of the fourth, 7 inches; increasing the breadth in the same proportion for the rest from class to class; the desks of the eighth class are 9 inches broad.

The desks of the second, third, fourth, and fifth classes are furnished with ledges along the least elevated sides of the desks,

in order to prevent the slates from falling and being broken. The desks of the other classes have not this ledge.

At the right hand extremity of all the desks a board is fixed perpendicularly in the ground, and nailed against the further side of the desks. This board is of the same breadth as the desk, and rises about one foot and half above it. Upon this the little dictating-boards and disgrace-marks are to be hung.

Inkstands

Are only placed in the desks of the eighth class; they are made of lead, and so firmly fixed into the desks that they cannot easily be taken out; and it is so contrived that the ledge which supports them does not rise above the level of the desk, so that it does not at all prevent the movements of the slates.— One inkstand is sufficient for two children.

Telegraphs

Are small boards 6 inches long and 4 inches broad. One of these boards is attached to each class except the first: it is supported at the end of a desk at a convenient height to be generally seen. Upon one side of the board is inscribed the number of the class, and on the other the letters E X are written in large characters. These telegraphs may be fixed on the top of the first stands of every class. They also point out the number of forms that the different classes occupy. Each side of the board may be successively seen by turning with the hand the little stick of the telegraph. These telegraphs may changed from one stand to another as occasion requires.

Drawers for the Pencils.

In small schools composed of 100 or 200 children, situated in a country where slate-pencils are dear, it is best not to allow the children to take away the pencils with them when they leave the school. The pencils may then be placed in drawers made under the first desk of each class.

Semi-circles for Reading.

On the floor of the passages semi-circles are formed, opposite to the wall; they may consist of a wooden or iron hoop sunk in the ground to the level of the pavement, or be marked by paving of a different colour from the rest. On these semi-circles the children are to be arranged for reading. The radius of each semi-circle must be 4 feet, and a space of 2 feet should be left between each of them. The passage in a school of 300 children or more, should be 6 feet broad: in a school of from 100 to 200 children, th breadth of this passage should be 5 but never less

than 4 feet: in a very small school the desks may be brought close to the wall on one side, and one passage of four feet left on the other. A semi-circle of these dimensions will contain ten children, and even eleven if they stand close to each other. In a school of from 100 to 200 children, the semi-circles should only hold 8 or 9 children.—Their dimensions are consequently diminished on account of the smallness of the number.

When a school is full, the half of the children only can be ranged in semi-circles round the walls, and the other half must remain in the forms, and continue those exercises which are performed sitting.—But it is rarely that a school is full; for experience proves that on account of illness, and from different causes, an eighth or even a fifth part of the children is often absent from school.

Slates and Pencils.

Slates and pencils are substituted in these schools for paper and pens, which are only used in the highest, or eighth class. This plan is economical, and accelerates the progress of the children in writing.—Besides, the slates occasion the children to execute with ease and precision the evolutions which form the gymnastic part of the system. The slates should be of an even grain, ground flat, and polished; the red slate is generally harder than the blue, and answers remarkably well. The pencils must be made of the softest kind of slate, that they may be the more easily abraded, and leave a fuller and clearer mark: the flat slate, being harder, grinds off a portion of the pencil at every stroke. The slates are to be about a quarter of an inch in thickness.—The slates of the second class are 3 inches broad, and 6 long: those of the third are $4\frac{1}{2}$ inches broad, and 6 long: those of the fourth class are $4\frac{1}{2}$ inches broad, and 7 long. The slates of the fifth class are 5 inches broad, and 8 long: those of the sixth are 5 inches broad, and 9 long: those of the seventh class are 5 broad, and 11 long: and the slates of the eighth class are 5 inches broad, and 12 long.

All these slates have a hole made in them, through which is passed a piece of string, well twisted, by which they may be suspended. The length of this double string is from 3 to 5 inches. They are hung upon nails or round headed screws.

These nails are fixed upon all the desks in the school, except those of the first class, at the distance of half an inch from the highest edge. They should be long, the head round and polished; the body should also be round, in order that it may not wear the string. The nails also serve to mark the seats of the pupils, opposite which they should be placed. The distance between two nails should be 18 inches, or 15, if no more space

can be allowed to each child. The first nail in every desk should be placed at the distance of from 6 to 8 inches from the end of the desk, or the half of the distance between two nails. In this manner every pupil will find his nail and slate opposite to him.

The pencils should be made of a soft kind of slate; their length may be 4 inches: a pencil lasts, on an average, 3 or 4 weeks. They may commonly be procured for about one shilling per hundred; or shorter pieces may be inserted into a tin case about the thickness of a quill.

Paper, Pens, and Ink.

Part of the pupils in the seventh and eighth classes write upon paper. They must each of them therefore be provided with a copy-book and pens: these as well as pen-knives may be distributed as rewards. The copy-books are placed in a drawer of the master's desk.

Copies for Writing.

The children who write in copy-books are all provided with writing copies, which they are to endeavour to imitate. These copies should be very short; one or two lines are sufficient: they are stuck upon slips of pasteboard. These copies give examples of large or small letters, of words written in large and small hand, and of sentences taken from the Holy Scriptures, either in small round hand, or in running hand. A collection of copperplate copies, which may be purchased for 1*s.* 6*d.* is sufficient for a whole school.

Of the Alphabet-Board.

The alphabet-board is 8 feet long, and 2 feet broad, painted black, upon which are written large and small letters in two lines. These letters are in the writing character. The alphabet-board is fixed near the ceiling of the school, in such a manner that the children in all the classes may distinguish the letters and imitate them on their slates. These letters should be large, and painted white.

Lesson-Boards.

These are flat pieces of wood, on each side of which are pasted the leaves of a spelling-book, a book of arithmetic, reading lessons, &c. These boards are of two sizes, large and small. The large boards are made of one square piece of wood, from 1 foot to 2 feet long, 1 foot broad, and $\frac{1}{2}$ an inch thick. The top of the board has a hole by means of which it is suspended upon a nail fixed in the wall at a suitable height.

The large boards are hung one upon another on nails with

round heads, and of sufficient length, which are fixed in the walls of the school-room. In order that these boards may not be spoiled by damp, it is well to fix the nails upon long ledges an inch broad, which may be placed against the walls. The boards hung to the nails in these ledges would not then touch the wall. The height of the ledges from the ground should be 7 feet. The small pieces of wood are called little boards or battledores, 9 inches long, 6 broad, and half an inch thick. They have a handle by which they may be held, and the extremity of the handle has a hole through it, similar to that in the large boards.

Badges of Merit and Disgrace-marks.

These marks are made of a little piece of wood 6 inches long, 3 broad, and $\frac{1}{4}$ of an inch thick. They have two holes in them, to admit a piece of packthread by which they are suspended round the neck of the children. On one of the sides of the badge are written the words "First boy," "Playing mark," "Idle mark," "Talking mark," "Dirty mark," &c.

The badges for the first boys are hung upon nails at the draft-stations. The others are suspended on the nails belonging to the stands of each class.

Lists of Children present.

These lists are pasted upon large boards. Every class has a board of this kind, which is hung against the wall opposite the class. (See No. 2.)

These lists contain the names of the children in each class.—They are divided into five columns, which have each one column for observations.—Each of the first columns represents one week of the month and the week days of every week. We shall describe in the Second Part the plan which is employed to mark the absentees by means of these lists. They must be renewed every month.

Monitors' Pointers.

These pointers are 2 feet long; their termination ought to be very round, in order that the children may not hurt themselves. The number of these pointers is the same as that of the reading drafts.—The thick end of the pointer has a hole through it, in order to admit the string by which it is suspended upon a nail at the draft-station.

The Bell.

A bell is useful for the different movements that take place in the evolutions.—The bell should be on the master's desk.

The Whistle.

The master makes use of a whistle to enjoin silence.—This should also be placed on the master's desk.

The Clock.

A clock should be fixed to the wall behind the master's desk.

Registers.

The registers are five in number. 1st, School register. 2d, Register with the aggregate of daily attendance. 3d, List of candidates. 4th, List of visitors. 5th, List for attendance on religious worship on Sundays.

The Library.

The school should have a collection of amusing and instructive books, to be chosen by the committee, which may be lent to the best pupils in the school as a reward for their good conduct.—The library is placed upon the platform either at the side or behind the master's desk.

GENERAL RULES FOR FITTING UP SCHOOL-ROOMS, AND ANNUAL EXPENSE OF A SCHOOL.

1st, The space or passage between a form and the next desk is from 1 foot to 18 inches.

2d, The horizontal space between a desk and its form is from 2 to 3 inches.

3d, The passage between the walls and the ends of the forms and desk is from 4 to 6 feet.

4th, Every child being seated upon his form occupies a space of from 15 to 18 inches in the length of the desk.

5th, In all these instances the larger dimension is to be preferred, if the size of the room will admit.

6th, The passage between the last form of the fourth class and the first desk of the fifth class, should be wider by 1 foot than the common space between the forms and desks of the other classes. This rule only applies to large schools containing from 300 to 1000 pupils.

7th, In a school on a large scale, each child is allowed a space of 7 square feet; but in a school on a reduced scale, 5 square feet are sufficient for each child.

Dimensions of School-Rooms for 500, 390, 300, 192, *and* 160 *Boys.*

The same rule to be followed for a larger number.

For 500.—Length 97 feet.—Breadth 42 feet.

	Feet.		Feet.
Platform - - -	10	Passages on both sides -	12
Passages - -	12	Length of desks -	30
25 desks, 3 feet each -	75		
Length	97	Breadth	42

Allowing 18 in. to each boy, one desk will hold 20: 20×25=500.

For 390.—Length 91 feet. Breadth 37½ feet.

	Feet.		Feet.
Platform - - -	10	Passages - - -	12
Passages - -	12	Length of desks -	25½
23 desks, 3 feet each -	69		
Length	91	Breadth	37½

Allowing 18 in. to each boy, one desk will contain 17: 17×23=391.

For 300.—Length 81 feet. Breadth 34½ feet.

	Feet.		Feet.
Platform - - -	9	Passages - - -	12
Passages - -	12	Length of desks -	22½
20 desks, 3 feet each -	60		
Length	81	Breadth	34½

Each desk will contain 15 boys: 15×20=300.

For 192.—Length 68 feet. Breadth 30 feet.

	Feet.		Feet.
Platform - - -	8	Passages - - -	12
Passages - -	12	Length of desks -	18
16 desks, 3 feet each -	48		
Length	68	Breadth	30

Each desk will contain 12 boys: 12×16=192.

For 160.—Length 67 feet. Breadth 27 feet.

	Feet.		Feet.
Platform - - -	7	Passages - - -	12
Passages - -	12	Length of desks -	15
16 desks, 3 feet each -	48		—
	—		
Length	67	Breadth	27
	—		—

Each desk will contain 10 boys: $10 \times 16 = 160$.*

The expense of building a school-room will vary in different places, according to the price of materials, &c. A very complete brick school-room, with a slated roof, capable of containing 300 children, has been built in the neighbourhood of London for less than 400*l.* And as the difficulty in raising funds for the buildings has been one of the great impediments to the establishment of these schools, we shall throw out a hint which has been suggested to us upon that subject.

When the amount of the contract for the intended building is ascertained, let the sum be divided into a certain number of shares, each of which is to bear an interest of 5 per cent. during the life of the subscriber; but at his death the principal is to fall into the school fund, and his proportion of interest is to be paid to the survivors. Suppose the total sum 500*l.* and there were 50 subscribers of 10*l.* each, the total charge of interest would be 25*l.* and this sum should be annually divided among the survivors equally until the last remaining one would receive at the rate of 25*l.* per annum upon his 10*l.* share. All the parties should have security upon the building, and this security would become more and more valuable in proportion to the decease of the subscribers. There must of course be a limitation as to the age of the persons subscribing.

* On the dimensions of school-rooms above given we remark, that the width of the master's platform may be reduced, and the passage in front of the master's and monitor's desks to the 1st desk of the 1st class, so as to admit another desk;—viz. in a school-room 97 feet by 42 it may be thus divided:—

	Feet.		Feet.
Platform - - - -	8	Passages on both sides - -	12
Front Passage - - - -	5	Length of desks - - -	30
Passage at back - - -	6		—
26 desks, 3 feet each - -	78		
	—		
	97		42
	—		—

The proportion of the room may be made more uniform—95 by 45;—the desks will then contain 2 boys more in the width, making 32 to each desk,—the number of desks 25—and the platform and passage only reduced 1 foot instead of 3. All the other dimensions of school-rooms may be proportioned to the same scale.

The annual expense of schools upon this plan will consist principally of the following items:—

Rent.
Master's salary.
Lessons, slates, &c.—say about 10*l.* per annum, for a school of 400 or 500.
Rewards.
Fuel, &c.

A child may be educated upon this plan for from 4*s.* 6*d.* per annum to 12*s.* according to the size of the school; for, as the salary of the teacher is the principal expense, and as one only is required in any case, the larger the number of children the smaller the charge per head.

The following Lessons, &c. for the use of Schools of from 100 to 1000 children, may be had either on personal application, or by letters (post paid) addressed to the Superintendent, Royal Free School, Borough Road. One set of lessons, if carefully used, will be sufficient for a school for several years.

		s.	*d.*
1 Set of	Spelling Lessons	9	0
1	Dictating Do.	2	0
1	Reading Lessons for 5th, 6th, 7th, and 8th classes	19	8
1*	Arithmetic	10	0
1	Dictating Do*	4	0
1	Tables	2	0
1	Dictating Do.		8
1	Badges, Marks, Monitors', and Reward Tickets, &c. &c.	8	2
Class Lists, per dozen		2	6
Pointers, per dozen		4	0
Inkstands, per dozen		2	6
Slate Pencils, per hundred		1	0
2d Class Slates, per dozen		2	0
3d Do.	Do.	2	6
4th Do.	Do.	3	0
5th Do.	Do.	4	0
6th Do.	Do.	5	0
7th Do.	Do.	5	6
8th Do.	Do.	7	0

* The whole of the lessons of arithmetic must be revised and adapted to the currency of the United States as well as to sterling money, with the improvements necessary to facilitate teaching; proper slates and pencils also should be procured from England, which will increase the charges for the apparatus necessary to conduct a school in this country.

PART THE SECOND.

Division of the School into Classes.

THE value of the new system consists in facilitating in an eminent degree the business of instruction in the elementary branches of knowledge: and the object is to describe in an easy and familiar manner, the various steps by which this important business is accomplished.

The whole is founded upon a principle of order and discipline, by which the pupils, under the direction of the master, pursue a course of *mutual instruction;* those who have made the greatest progress in reading, writing, and arithmetic, transmitting the knowledge which they possess to others less advanced than themselves.

These pupils have the title of *Monitors;* they have the right of selecting one or more assistant-monitors, if the number of children intrusted to them is too large. These assistant-monitors are the best writers in the class to which they belong.—Thus by employing the children as teachers, in carrying forward instruction in the different classes, a single master or professor may superintend a school of 500 or 1000 children.

In the first organization of a school there must be a division into classes, those pupils being placed together whose abilities or proficiency are nearly equal, either in reading or arithmetic.

From this circumstance proceed two different classifications. When the children are engaged in reading, the pupils of every class are placed according to their abilities in *reading.* And when they are engaged in cyphering, the pupils of each class are placed according to their abilities in *arithmetic.*

The consequence of this arrangement is, that the pupils of a class of reading or arithmetic are *on a level;* they have the same degree of knowledge to acquire, and the same duties to fulfil, in order to qualify them for a superior class.

In reading, the whole school is divided into 8 classes.

The 1st class learn the alphabet.
2d class, words and syllables of 2 letters.
3d class, do. 3 letters.
4th class, do. 4 letters.
5th class, reading lessons of 1 syllable.
6th class, do. 2 syllables.
7th class read the Testament.

8th class read the Bible, and are a selection of the best readers.

Elementary instruction, as it respects arithmetic, has been divided into 10 classes. In each of these classes the pupils learn a single rule of arithmetic, either simple or compound.

In this branch also, the 1st class is composed of beginners, and the 10th of the most skilful.

The 1st class—pupils who are learning to make and combine figures, as units, tens, &c.
2d class—simple addition.
3d class—simple subtraction.
4th class—simple multiplication.
5th class—simple division.
6th class—compound addition.
7th class—compound subtraction.
8th class—compound multiplication.
9th class—compound division.
10th class—higher rules of arithmetic; as reduction, rule-of-three, practice, &c.

In the new system, writing in the first instance is rather employed as a mean of instruction than an object. The children learn to read letters, syllables, and words, by writing them on their slates before they read them upon the boards or in books. Thus they learn to read and write at the same time. Consequently there is no particular classification in writing.

The time required to learn reading, writing, and arithmetic by a child of a good common capacity, and about 8 years of age, need not exceed 2 years. Some children have finished their studies in a much shorter time.

ON THE THREE METHODS EMPLOYED IN TEACHING THE SEVERAL BRANCHES OF ELEMENTARY INSTRUCTION.

First.—*Dictation.*

The children are seated upon the forms of the school, and arranged according to the gradation of the 8 reading classes. Every class is superintended by a monitor. If the class comprises two forms, the monitor chooses an *assistant-monitor* or *inspector*, to superintend the second form; and if his class is still larger, an additional inspector for every form.

The signal for beginning the exercise being given by the monitor-general, the monitors of the classes dictate the words which the children are to write on their slates. The monitor of the 8th class having to give out the longest word, begins first, then the monitor of the 7th, and so on down to the monitor of the 2d.

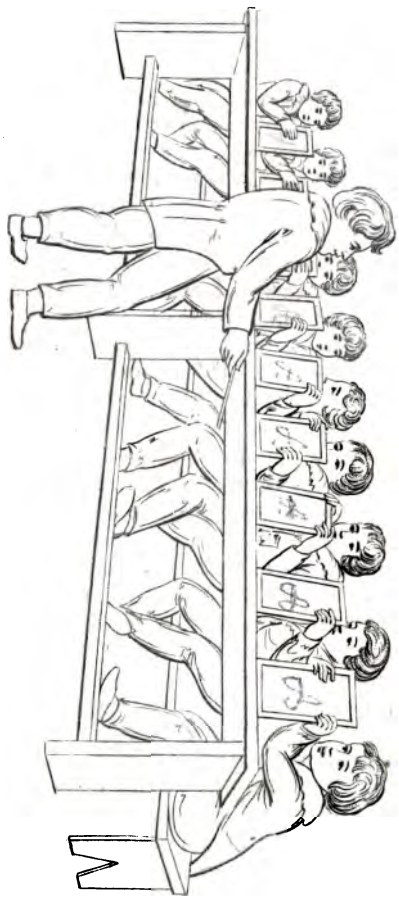
When the monitors have each dictated 6 words or syllables,

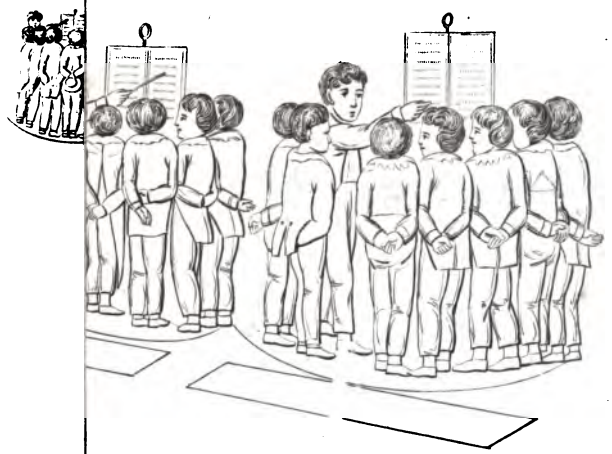
they inform the master by turning towards him that side of the telegraph which presents the number of the class. The master gives a signal to the pupils to show slates, (see Plate 2); and to the monitors to inspect them. The latter first inspect the slates of the assistant-monitors or inspectors, and afterwards both inspect the slates of their respective pupils. The correction being finished, the monitors and their assistants return to their places. The former turn towards the master that side of the telegraph which shows the E X, in order to inform him that the class is examined, and ready to begin a new lesson.

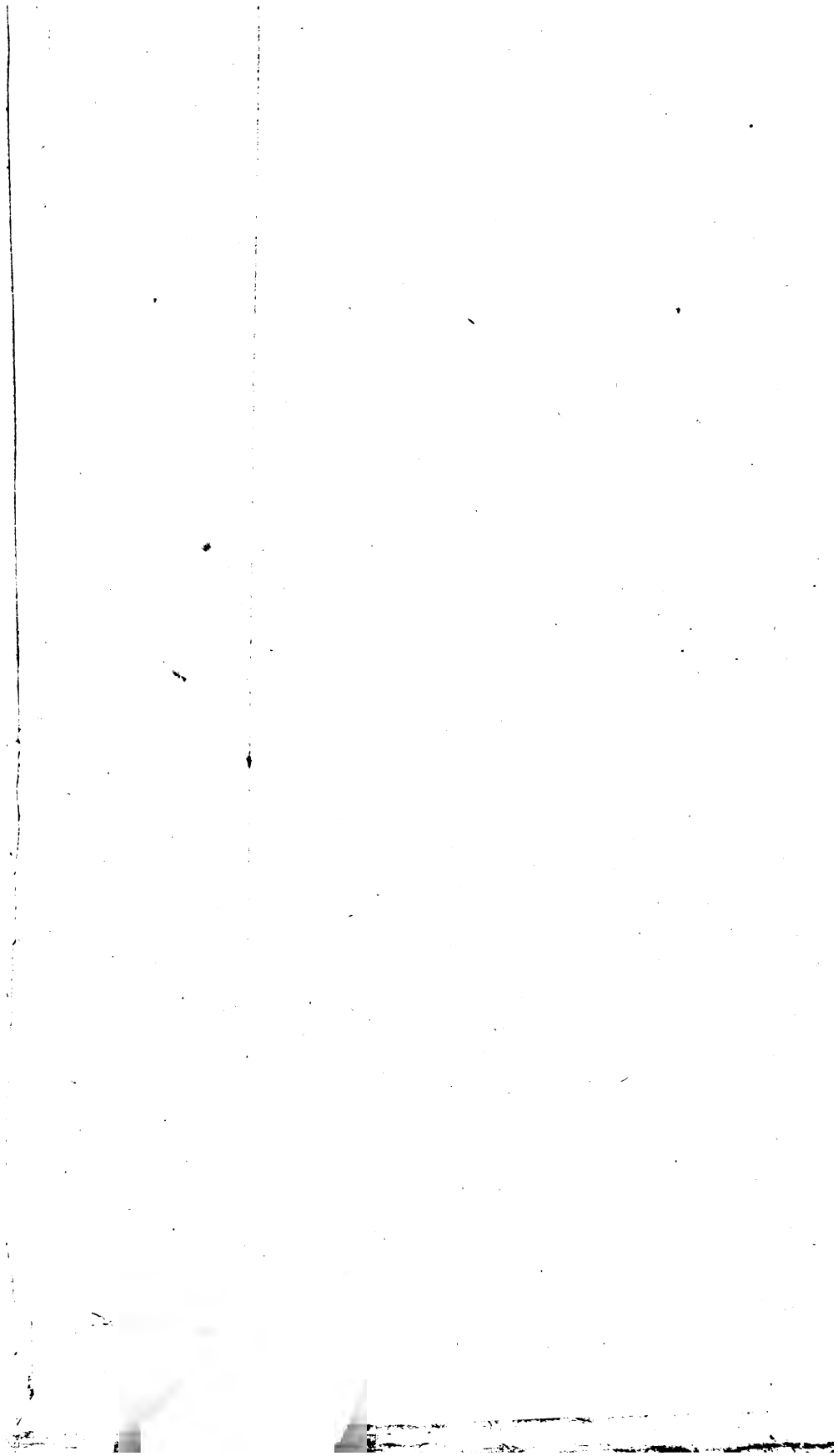
Second.—*Reading from Boards.*

The pupils stand in semicircles round the walls of the school-room (see Plates 3 and 4). These semicircles are composed of 9 or 10 children, superintended by a reading-monitor, who is called draft-monitor, on account of the children being drawn out in their classes. These monitors suspend a badge, with the words "*First Boy*" written upon it, from the neck of the child who is at the head of the draft. The monitor then directs his pointer to the lessons that the children are to read one after another.

These lessons are printed in large letters upon detached sheets; the union of which forms a book sufficient for a school of 500 or 1000 children.—The child who wears the badge with the words *First Boy*, stands close to the wall, and opposite to the monitor; and is first called upon. If he reads correctly, he keeps his place and his badge; if he mistakes, the reading-monitor says "*the next.*" Then the pupil who stands next corrects the one who had mistaken, and if he reads right, the monitor makes a sign with his hand that he should take the higher place, and the badge with the words *first boy;* the possessor of this badge is then obliged to give it up and retire from his place.—If the second child also mistake, the monitor again says "*the next.*" The pupil who stands third in the draft must read the lesson and correct the mistake which has been made by the first and second child. This being done, he is raised to the top of the draft, and the two first children are each obliged to go one place lower. In this manner the 1st child is corrected by the 2d, the 2d by the 3d, the 3d by the 4th, the 4th by the 5th, and so on. Whenever one (or more) of the children mistakes, and has been corrected by another, the monitor requires him to read over the same lesson until he reads it correctly, always making him go one step lower for each mistake. If it happens that all the children in the class have read the lesson wrong, the monitor reads it first himself, and afterwards gives it to each of his pupils to read.







Third.---*Interrogation.*

The pupils remain standing in semicircles. At a signal given by the master, the reading or draft-monitors take away the boards from the walls and interrogate the pupils on the subject of their lesson. The monitors pronounce a word which the pupils are to spell; or read a sentence, and then question the pupils upon it. In arithmetic, the monitors of the drafts proceed in a similar manner, which we shall describe more at length hereafter.---In this method the same emulation is excited, as the pupils take precedence according to their answers.

THE ALPHABET; OR, THE FIRST CLASS.

The only business of the pupils in the first class is, to learn the letters of the alphabet, and the first method used to teach them is

Dictation.

Consequently the children are seated on the forms belonging to the first class; opposite them is the great board or alphabet-wheel, on which all the letters of the alphabet are represented. —The monitor of the class stands on the right hand side of the board. He holds the sand-smoother in his left hand, and a little pointer in his right, with which he points out the letters. He first fixes the attention of the pupils by saying "*Prepare.*" The pupils then fix their eyes on the board, and place the fore-finger of the right hand on the ledge of the desk, keeping the other fingers closed, and resting the left hand on the left knee. The monitor then says "*Make the letter A.*" The pupils immediately place the left arm on the ledge of the desk, and with the fore finger of the right hand they trace the letter that has been named, in the sand. This being done, the monitor says, "*Hands down.*" All the pupils put their hands on their knees. The monitor then goes to one end of the desk, he examines the letter that each pupil has formed, and corrects those that are badly done, and at the same time takes out the impression on the sand with his smoother. He then names a second letter, which the pupils print, and which he corrects in a similar manner.

Before the lesson begins, the monitor must take the precaution of placing a child who has made some progress by the side of a beginner, in order that the latter may be assisted by seeing the former perform his business.

It will also assist the more ignorant pupils, to hold their hands, and several times trace before them the letters which

they do not yet know how to distinguish. They may first be taught the large letters, lesson by lesson, and afterwards the small ones. The letters b d, p q, are the most difficult on account of their similarity of form. The monitor must make the children print them one after another, until they perfectly distinguish them. If the first class occupies two forms, the monitor who superintends it must have an assistant, and this assistant may be chosen from amongst those pupils of the whole school who are the most familiar with the art of tracing letters in sand.

The second method employed to teach the letters of the alphabet is

Reading from Boards.

The children of the first class leave their forms and stand in semicircles. The monitors of drafts who superintend these semicircles, direct the attention of the children with their pointer, to the letters printed in large characters on the board which is hung against the wall. If one of the children mistakes, he is corrected by his neighbour, and a mutual change of place follows. The monitor makes the pupil who had made the mistake, name the same letter correctly.

THE SPELLING-BOOK.

In the 2d class they spell and write words or syllables of 2 letters.

In the 3d, words or syllables of 3 letters.

In the 4th, words or syllables of 4 letters.

In the 5th, words or syllables* of 5 and 6 letters.

In the 6th, words of 2 syllables.

In the 7th, words of 3 syllables.

In the 8th, words of 4 syllables and upwards, including words similar in sound, but of different import; also the signification of words.

The first method employed is

Dictation.

The monitor of each class is furnished with a battledoor, on which is pasted a copy, printed in a small type, of the great lesson hung up against the wall, from which he dictates the words.

The word is first pronounced aloud by the monitor, who then deliberately gives out the letters and syllables, which the whole

* In the edition of the lessons to be published with this Manual, the lessons for the 3d, 4th and 5th classes, are confined to words only, as being more consonant to the general practice of American schools.

class write on their slates, for instance,—*Important.*—I-m, im, p-o-r, por, t-a-n-t, tant,—Important.

When the classes have written their six words or syllables, the monitors first inspect the slates of their assistant monitors, and afterwards both correct the mistakes that their pupils have made. The monitors then dictate a second lesson, which in like manner consists of 6 words or syllables.

The next method is

Reading from Boards.

The children stand in semicircles. The monitors direct their pointers to the syllables and words printed on the large boards which are hung against the wall. Each pupil in succession reads a syllable or word.

If one child mistakes, he is corrected by his neighbour, who takes precedence of him, and the monitor makes him repeat the same syllable a second time.

After having spent a certain portion of time in this exercise, the method of

Interrogation

is practised. The lessons being taken from the wall, the pupils are required to spell the words without a book, and the same mode of taking places is practised in all the drafts as before.

CONNECTED READING.

As soon as the children have reached the 5th class, they read chosen pieces. The reading lessons are graduated nearly in the same manner as the lessons in the spelling-book. The pupils in the 5th class read short sentences, with words of one syllable.—Those in the 6th class read long sentences, consisting of words of 2 or more syllables, which are divided by *hyphens*. The children in the 7th class read chosen passages from the New Testament. Those in the 8th class read the Bible.

In teaching the children CONNECTED READING, a beginning is made by the method of

Reading from the Boards.

The pupils from the 5th, 6th, 7th, and 8th classes, stand in semicircles round the reading-boards. Each child reads a sentence, or a verse. If he makes a mistake, the monitor applies to the next boy. The monitor never corrects an error until every boy in his class has failed.

Interrogation.

At the close of this exercise the monitors take away the read-

ing boards, and ask their pupils some questions respecting what they have read. Suppose that the pupils in the 6th class have read the following sentences:

1st. "Blessed are they that mourn, for they shall be comforted."

2d. "Blessed are the merciful, for they shall obtain mercy."

3d. "Blessed are the pure in heart, for they shall see God."

The Gospel according to St. Matthew, chap. v.

The Monitor questions his pupils in the following manner:

Monitor, (reading from the board) Blessed are they that mourn:

Pupil, (answering from memory) For they shall be comforted.

Monitor, Blessed are the merciful:

Pupil, For they shall obtain mercy.

Monitor, Blessed are the pure in heart:

Pupil, For they shall see God.

The pupils in the 8th class are to be questioned in a different manner.---Suppose they have read the 1st verse of Genesis---"In the beginning God created the heavens and the earth."

Monitor, Who created the heavens and the earth?

Pupil, God.

Monitor, When did God create the heavens and the earth?

Pupil, In the beginning.

Monitor, What did God do in the beginning?

Pupil, He created the heavens and the earth, &c. &c.

If a pupil mistakes, he is corrected by the child who stands next, and they change places.

OF THE MANNER OF TEACHING WRITING.

Writing is here considered as a branch of instruction:---consequently there are two writing classes.---The first class write upon slates, and the second in copy books.

Writing on Slates.

This class comprises all the children in the school except those of the 1st class; and as the pupils learn to *read* by means of *writing*, which then takes the name of DICTATION, it follows that the gradation of the classes which write on slates is the same as that of the reading classes: thus—The 2d class write syllables of 2 letters,—the 3d class, syllables of 3 letters,—the 4th, syllables of 4 letters—the 5th write words of 5 or 6 letters,—the 6th, words of 2 syllables,—the 7th, words of 3 syllables,—the 8th, words of 4, 5, and 6 syllables. And as the children are classed not according to their progress in *writing*,

but according to their proficiencies in *reading*, it sometimes happens that pupils who, on their first admission into the school, know enough of reading to be placed in the highest class, are yet almost incapable of forming a letter. The first duty of the monitor of the class to which these pupils belong, is to teach them to write all the letters of the alphabet on the slate.—To attain this end as speedily and easily as possible, the monitor places these pupils at the left end of the first desk in his class, in order to have them more immediately under his own notice. He begins by exercising them in writing sloping strokes.—At first the monitor must guide the hand of these pupils, and make a few strokes on their slates as a copy.—When the pupils can make straight strokes, the monitor gives them strokes to copy which turn at bottom and top.—He then gives them the letters of the alphabet to copy, beginning with the most easy. To excite their emulation the monitor gives them letters to write, promiscuously chosen; and after the pupils have written them on their slates, he takes an account of the number of errors made by each; and the boy who has made the fewest from the time they begin writing is rewarded with a ticket. In the different stages of their progress they perform the exercises of the other boys. When they can write all the letters of the alphabet, the monitor allows them to join with the other pupils of the same class, and to write with them the lesson which he teaches by DICTATION from the spelling book. Experience has proved that many pupils, who when they entered the school were placed in one of the highest reading classes, but who scarcely knew how to form a letter, have learned by this plan, in six or eight days, to write syllables of 4 or 5 letters correctly, or words of 3 or 4 syllables. The monitors of the classes then inspect the slates and show the pupils the mistakes they have made, and they immediately correct them.

In describing the alphabet-board, it has been said that the capital and small letters are painted in alphabetical order, and that the small letters stand directly under their corresponding capitals. And as the boys of the 5th, 6th, 7th, and 8th classes know the names and forms of the small letters perfectly, and know also that the letters standing over them on the board are the same letters in capitals, nothing more is necessary therefore, than to mention to boys of the 5th, 6th, 7th, and 8th classes, that they must begin every word they write on their slates with a capital letter.

Writing on Paper.

All the pupils in the 7th and 8th classes who write well upon

slates, form a class of those who write on paper.—This class assembles on the last forms in the school-room 4 or 5 times in the week, at a fixed hour. If amongst the pupils who compose this class there are monitors, the monitor-general will appoint monitors in their place to fulfil their duties for a time. The class of those who write on paper is divided into two parts, each of which is superintended by a monitor who is himself a good writer. The first learn to hold the pen, and write words of several syllables in text hand. The second write large and small hand alternately. The children who learn to write on paper are furnished with copper-plate copies. It is the business of the monitors to correct the copybooks. The children in the second division also learn to mend their pens, under the direction of the monitor and the master.

ARITHMETIC.

Arithmetic is taught in classes. Each rule constitutes a class. Each class is under the direction and instruction of a monitor, and all are under the superintendence of a monitor-general.

The classes practise two methods of instruction. The one is by writing examples and their keys on slates from *dictation;* the other by performing examples *extempore*, in drafts, under the order and tuition of monitors.

During the time that the class is seated, it is constantly employed in the practice of the first method:

Dictation.

The monitor of each class is seated on the desk-board at the head of his class. He is furnished with the examples which he is to teach, and also keys to these examples, written out in such an explicit manner, that if he can read he may teach his class without the smallest risk of committing an error; and though monitors are generally chosen from a higher class, by means of these keys, a boy may, and frequently does teach the class to which he himself belongs, if it contains but a small number of boys.

The monitor dictates an example, which every boy in the class writes on his slate, as does the monitor also, if he belongs to the class. After he dictates the example he makes the class "*show slates*," which are examined to see that every boy has written it correctly. The class is afterwards commanded to "*lay down slates*," and the monitor dictates the key to the

example, which every boy writes on his slate under it; and as the boys proceed in writing the key, they are taught to write down the figures of the answer in their proper places; when finished, the slates are examined, and the errors are pointed out and corrected. The slates are afterwards cleaned, and another example is dictated and written in the same manner.

Extemporaneous Method, or Interrogation.

To practise the second method, the classes go out in drafts of nine boys each, under the tuition of a monitor, and are formed into semicircles before boards hung against the wall, on which examples and keys are pasted; this is conducted by the monitor-general of arithmetic, after the manner in which the monitor-general of reading takes the classes out to spell and read in drafts.

The first boy in each of these drafts has a badge hanging round his neck, lettered "*First Boy.*" The boys correct and take precedence of each other: and at the expiration of the time appropriated to cyphering in drafts, the monitor-general of arithmetic passes round, and gives to every First Boy a *Merit-ticket.*

The method of cyphering in desks is the reverse of the method practised by the classes in drafts. There the monitor of the class dictates the example and key, and nothing it required of the class but the mechanical operation of writing, what is dictated to them by the monitor, in a correct and neat manner. Here the boys dictate to themselves, from the board, a portion of the example in their turns, which they all write on their slates, while the monitor of the draft observes that it is dictated correctly.

After every boy in the draft has written the example, the monitor takes the board from the wall; and standing in the centre of the draft, with his back to the wall and the board in his hand, he commands the boys in his draft to "*show slates.*" They turn their faces of the slates to him, which he examines, to see that each boy has written the example correctly. He next commands them to "*return slates*" (that is, to the position in which they write), and every boy in his turn is made to do a portion of the example in the words of the key, which the monitor looks upon; and if a boy commits an error, or deviates from the prescribed words in the smallest degree, his error is corrected, and he forfeits his place. The monitor never corrects an error himself, till every boy in the draft has been applied to and has failed.

FIRST CLASS.

This class, in which boys learn to make and combine figures, is introductory to Addition. It contains two divisions, each under the care of a monitor.

As soon as a boy has advanced to the sixth reading class, he is put into the first division of this class, which is seated immediately behind the fifth reading class. This division does not go out in drafts, but is constantly employed at the desks during the time appropriated to ciphering, in the manner about to be described.

When a boy is promoted to this class, he is employed in copying the nine digits from the alphabet-board, till he can make them with tolerable correctness; and as soon as he can do so, he is practised in making them, by writing the Addition table, which is dictated by the monitor, who teaches them to write it on their slates in columns, as it is printed in the table.

After the monitor has dictated nine combinations, which are written thus, 1 and 1 are 2,
1 and 2 are 3,
1 and 3 are 4, &c.
up to 1 and 9 (during which time those boys who have not learned to make the figures are copying them on their slates in the order of the nine digits), he commands the division to "*show slates.*" The slates of those who are copying the figures, as well as of those who are writing the table, are now inspected, and the errors and faults pointed out and corrected.

The division is afterwards ordered to "*lay down slates,*" "*clean slates;*" and the monitor dictates the nine combinations which follow in the table; during which time the boys that are learning to make the figures are employed in again copying them from the board.

In this way the first division is constantly employed during the time appropriated to ciphering: and when a boy has learned to make the figures with ease and expedition, he is promoted to the

Second Division.

In this division the boys are taught the addition-table, by repeatedly writing it and by saying it in drafts.

The boys are employed (as the first division) in writing the table on their slates, from the DICTATION of the monitor, while in their seats.

Reading from Boards.

This division is also taken out in drafts of nine boys with the other classes; each draft is arranged in a semicircle, before

a lesson pasted on a board and hung against the wall. The monitor makes the boys read for a quarter of an hour.

Thus,
First boy: 1 and 1 are 2,
Second boy: 1 and 2 are 3,
Third boy: 1 and 3 are 4, &c.

He also makes them read promiscuously, by pointing to a particular combination, as practised in the spelling drafts:

Thus,
First boy: 3 and 5 are 8,
Second Boy: 5 and 7 are 12,
Third Boy: 3 and 4 are 7.

Interrogation.

When the quarter of an hour is expired, the monitor takes the table in his hand, and stands with his back to the wall, in the centre of his draft, and questions the boys, thus:

Monitor: 1 and 1?
First boy: 1 and 1 are 2.
Monitor: 1 and 2?
Second Boy: 1 and 2 are 3.
Monitor: 1 and 3?
Third Boy: 1 and 3 are 4, &c.

And thus:

Monitor: 1 and 6?
First Boy: 1 and 6 are 7.
Monitor: 2 and 5?
Second Boy: 2 and 5 are 7.
Monitor: 6 and 7?
Third Boy: 6 and 7 are 13, &c.

The second division is constantly practised in these methods; and when a boy can answer the combinations in the table, he is promoted to the

SECOND CLASS.

Simple Addition.

This rule is taught by two methods.

First. By simply dictating examples and their keys to the boys of the class, which they write on their slates.

Second. By making them perform examples without the help of the key.

The first method is conducted in the following manner:

The monitor of the class is furnished with a board, on each side of which is pasted a leaf of the Dictating Arithmetic, each containing an example and its key in Simple Addition. This class is seated behind the first class: the monitor takes his station on the desk-board at the head of the first desk, with his

face to his class and the board in his hand. He first dictates an example to his class, line by line, which every boy in it writes on his slate. Suppose the following:

5	6	7	8
9	3	4	6
8	7	9	5
3	6	4	9

After dictating the last line, the monitor desires the class to draw a line under the last line of figures.

He now commands the class to "*show slates*," and every slate is examined, to see that the example be correctly written by each boy at the head of his slate.

He afterwards commands them to "*lay down slates*," and dictates the key in a slow and distinct tone of voice, which they write on their slates under the example.

The following is the key to the above example.

First Column.

9 and 5 are 14, and 6 are 20, and 8 are 28; set down 8 under the 9, and carry 2 to the next column: (each boy, when he writes "set down 8 under the 9," &c., writes an 8 under the 9, at the bottom of the first column in the example: and so of the other columns.)

Second Column.

2 I carry to the 4 are 6, and 9 are 15, and 4 are 19, and 7 are 26: set down 6 under the 4, and carry 2 to the next column.

Third Column.

2 I carry to the 6 are 8, and 7 are 15, and 3 are 18, and 6 are 24: set down 4 under the 6, and carry 2 to the next column.

Fourth Column.

2 I carry to the 3 are 5, and 8 are 13, and 9 are 22, and 5 are 27: set down 7 under the 3, and 2 to the left.

Total in figures: 27468.

Total in words: Twenty-seven thousand four hundred and sixty-eight.

The slates are now shown and inspected, to see that every boy has written the key correctly, and the figures of the total in their proper places.

After the slates are examined, what relates to this example is finished. The slates are therefore laid down and cleaned; and the monitor afterwards dictates the example and key on the

other side of the board, which is written and examined in the same manner. And in this way the class is constantly employed during the time that they are at the desks.

The examples in this and the other classes are numbered, and they are dictated one after the other in numerical order.

The method practised in draft is as follows:

The drafts are arranged, as in the preceding class, round the large or draft-arithmetic-boards, which contain an example and key (in Simple Addition) on each side. Suppose the following example and its key pasted on a board, and hung on the wall, round which nine boys and their monitor are assembled in a semicircle, each boy being provided with a slate:

6	7	8	4
5	4	2	3
1	2	6	4
4	7	8	2

When the draft is properly arranged, the monitor desires the first boy to go on.

First Boy.—First line: Six thousand seven hundred and eighty-four.

After he reads the line, he and each of the other boys in the draft write it down in figures on the top of their slates, and the second boy afterwards goes on:

Second Boy.—Second line: Five thousand four hundred and twenty-three. Which is written down in like manner under the first line.

Third Boy.—Third line: One thousand two hundred and sixty-four. Which is written down under the former line by each boy.

Fourth Boy.—Fourth line: Four thousand seven hundred and eighty-two. Which is written down under the preceding line by each boy.

Fifth Boy.—Draw a line under the last line of figures. Which each boy does.

The monitor now takes the board in his hand, stands in the centre of the draft with his back to the wall, makes the boys *show slates*, and inspects them to see that the example be correctly written by each boy. The example now stands on each boy's slate as above.

After the slates are examined the sixth boy is desired to go on.

Sixth Boy.—First column: 2 and 4 are 6, and 3 are 9, and 4 are 13; set down 3 under the 2, and carry 1 to the next column.

While the sixth boy is thus adding the first column aloud, every one in the draft is doing the same mentally, to observe if he make a mistake; and when he completes the column, each boy sets down 3 under the 2, at the bottom of the first column.

Seventh Boy.—Second column: 1 I carry to the 8 are 9, and 6 are 15, and 2 are 17, and 8 are 25; set down 5 under the 8, and carry 2 to the next column. Each boy sets down 5 under the 8.

Eighth Boy.—Third column: 2 I carry to the 7 are 9, and 2 are 11, and 4 are 15, and 7 are 22; set down 2 under the 7, and carry 2 to the next column. Each boy sets down 2 under the 7.

Ninth Boy.—Fourth column: 2 I carry to the 4 are 6, and 1 are 7, and 5 are 12, and 6 are 18; set down 8 under the 4, and 1 to the left. Which is done by each boy.

First Boy.—Total in figures: 18253.

Second Boy.—Total in words: Eighteen thousand two hundred and fifty-three.

The monitor now commands the draft to *show slates*, which are examined to see that each boy has written down the total correctly. The slates are afterwards cleaned, and the monitor turns the board with the other example outward, which is performed in the same manner.

While a boy is going on, the monitor keeps his eye upon the key; and if the boy deviates from the words of it, even in the smallest degree, his error is corrected, and he forfeits his place.

It will be observed, that the words of the keys which are dictated to this, and the other classes by their monitors, are the same as the words in the keys of the draft-arithmetic. And that writing is made use of in the arithmetic classes, as it is in the reading classes—as an auxiliary to the business done in drafts.

When it is ascertained by the master that a boy is perfectly acquainted with the business of this class, he is promoted to the

THIRD CLASS.

Simple Subtraction.

In this class the boys are employed during the time that they are in their seats in writing the Subtraction-table, and examples with their keys alternately, from the dictation of the monitor.

While in drafts the boys work examples without the help of the key.

Example in Simple Subtraction, with its key as it is printed on the dictating and draft boards:

3 2 9 4 6 7
1 4 3 4 9 7

Take 7 from 7 remains 0; set down 0 under the 7.

Take 9 from 6 I cannot; borrow 10, and say 9 from 16 remains 7; set down 7 under the 9, and carry 1.

1 I carry to the 4 are 5, 5 from 4 I cannot; borrow 10, and say 5 from 14 remains 9; set down 9 under the 4, and carry 1.

1 I carry to the 3 are 4, 4 from 9 remains 5; set down 5 under the 3.

4 from 2 I cannot; borrow 10, and say 4 from 12 remains 8; set down 8 under the 4, and carry 1.

1 I carry to the 1, are 2; 2 from 3 remains 1; set down 1 under the 1.

Remainder in figures: 185970.

Remainder in words: One hundred and eighty-five thousand nine hundred and seventy.

When a boy is perfectly acquainted with the business of this class he is promoted to the

FOURTH CLASS.

Simple Multiplication.

In this class one half of the time appropriated to ciphering in desks is occupied in writing the Multiplication-table, the other half in writing examples and their keys from the dictation of the monitor.

In drafts the class is employed in working sums without the help of the key.

Example and Key.

2 3 4 5 6
4

4 times 6 are 24; set down 4 under the 6, and carry 2.

4 times 5 are 20, and 2 I carry are 22; set down 2 under the 5, and carry 2.

4 times 4 are 16, and 2 I carry are 18; set down 8 under the 4, and carry 1.

4 times 3 are 12, and 1 I carry are 13: set down 3 under the 3, and carry 1.

4 times 2 are 8, and 1 I carry are 9; set down 9 under the 2.

Product in figures: 93824.

Product in words: Ninety-three thousand eight hundred and twenty-six.

After a boy has made himself perfectly master of the table and the method of working sums in this class, he is promoted to the

FIFTH CLASS.

Simple Division.

In this class the boys write the Division-table and examples with their keys, alternately, in their seats; and work examples in drafts without the help of the key.

Example and Key.

4 | 8 7 4 6 8 3 5

---

4 in 8, twice; set down 2 under the 8.

4 in 7, once, and 3 over; set down 1 under the 7, and carry 30, 30 and 4 are 34.

4 in 34, 8 times, and 2 over; set down 8 under the 4, and carry 20, 20 and 6 are 26.

4 in 26, 6 times, and 2 over; set down 6 under the 6, and carry 20, 20 and 8 are 28.

4 in 28, 7 times; set down 7 under the 8.

4 in 3, 0: set down 0 under the 3, and carry 30, 30 and 5 are 35.

4 in 35, 8 times, and 3 over; set down 8 under the 5, and the remainder 3 on the right.

Quotient in figures: 2186708—3.

Quotient in words. Two millions one hundred and eighty-six thousand seven hundred and eight, and 3 remainder.

When a boy is perfectly master of Simple Division he is promoted to the

SIXTH CLASS.

Compound Addition.

This class is employed in writing sums and their keys, when in their seats; and in working examples, when in drafts, after the manner detailed in the preceding classes. But as a perfect knowledge of the Money-table is necessary to the ready performance of the examples in drafts, instead of being constantly employed in writing sums and keys, during the time that they are seated, as in the preceding classes, the boys of this class also learn the Money-table by repeatedly writing it on their slates while in their seats, from the dictation of the monitor. The class writes sums and keys one day, and the table the other, alternately. The table is dictated in parts, and the slates examined, in the manner in which the Addition-table is written by the first class.

The following is an example and its key.

L.	*s.*	*d.*
14	16	$4\frac{1}{2}$
16	14	$2\frac{1}{4}$
14	13	$9\frac{3}{4}$
17	10	$7\frac{1}{4}$

Farthings.

$\frac{1}{4}$ and $\frac{3}{4}$ are 1*d.*, and $\frac{1}{4}$ are $1\frac{1}{4}d.$, and $\frac{1}{2}$ are $1\frac{3}{4}d.$; set down $\frac{3}{4}d.$ under the farthings, and carry 1 to the pence.

Pence.

1 I carry to the 7 are 8, and 9 are 17, and 2 are 19, and 4 are 23; 23*d.* are 1*s.* and 11*d.*: set down 11 under the pence, and carry 1 to the shillings.

Shillings.

1 I carry to the 3 are 4, and 4 are 8, and 6 are 14, and 10 are 24, and 10 are 34, and 10 are 44, and 10 are 54; 54*s.* are 2*l.* 14*s.*: set down 14 under the shillings, and carry 2 to the pounds.

Pounds, first column.

2 I carry to the 7 are 9, and 4 are 13, and 6 are 19, and 4 are 23: set down 3 under the 7, and carry 2 to the next column.

Second column.

2 I carry to the 1 are 3, and 1 are 4, and 1 are 5, and 1 are 6; set down 6 under the 1.

Total in figures: 63*l.* 14*s.* $11\frac{3}{4}d.$

Total in words; Sixty-three pounds, fourteen shillings, and eleven pence three farthings.

The example and its key is dictated by the monitor and written by all the boys of the class as it stands above, who likewise write the figures of the total in their proper places as they proceed in writing the key.

The mode of inspecting is the same in all the classes as before described.

The same sum may serve as an example of the method practised in drafts.

Suppose the sum and key the same, but printed in larger type, pasted on a board, and hung on the wall; the draft assembled before it, in a semicircle, with the monitor standing on the right extremity. The first boy on the opposite extremity is desired by him to *go on.*

First Boy.—First line: Fourteen pounds, sixteen shillings, and four-pence halfpenny; (after reading the line aloud, he and all the other boys in the draft write down 14. 16. $4\frac{1}{2}$. on the top of their slates.)

Second Boy.—Second line: Sixteen pounds, fourteen shillings, and two-pence farthing; which is written down in figures under the first line.

Third Boy.—Third line: Fourteen pounds, thirteen shillings, and nine-pence three farthings; which is written in figures under the second line.

Fourth Boy.—Fourth line: Seventeen pounds, ten shillings, and seven-pence farthing; which is written under the third line.

Fifth Boy.—Draw a line under the last line of figures.

The monitor now takes the board in his hand, and stands in the centre of the draft with his back to the wall, and commands the boys to *show slates.* They turn the faces of their slates towards him, which he examines, to see that the lines are correctly and properly written by each boy. They are afterwards commanded to "*return slates,*" and the sixth boy is desired to *go on.*

Sixth Boy.—Farthings: $\frac{1}{4}$ and $\frac{3}{4}$ are 1*d.*, and $\frac{1}{4}$ are $1\frac{1}{4}d.$, and $\frac{1}{2}$ are $1\frac{3}{4}d.$: set down $\frac{3}{4}$ under the farthings, and carry 1 to the pence.—He and all the boys in the draft set down $\frac{3}{4}$ under the farthings, and the seventh boy *goes on:*

Seventh Boy.—Pence: 1 I carry to the 7 are eight, and 9 are 17, and 2 are 19, and 4 are 23,—23*d.* are 1*s.* and 11*d.*: set down 11 under the pence, and carry 1 to the shillings. Each boy sets down 11 under the pence, and the eighth boy *goes on*:

Eighth Boy.—Shillings: 1 I carry to the 3 are 4, and 4 are 8, and 6 are 14, and 10 are 24, and 10 are 34, and 10 are 44, and 10 are 54;—54*s.* are 2*l.* 14*s.*: set down 14 under the shillings, and carry 2 to the pounds. Each boy sets down 14 under the shillings, and the ninth boy *goes on*:

Ninth Boy.—Pounds—first column: 2 I carry to the 7 are 9, and 4 are 13, and 6 are 19, and 4 are 23: set down 3 under the 7, and carry 2 to the next column. Each boy sets down 3 under the 7, and the first boy *goes on*:

First Boy.—Second column: 2 I carry to the 1 are 3, and 1 are 4, and 1 are 5, and 1 are 6; set down 6 under the 1. Which is done by each boy, and the second boy *goes on:*

Second Boy.—Total in figures: 63*l.* 14*s.* $11\frac{3}{4}d.$

Third Boy.—Total in words: Sixty-three pounds, fourteen shillings, and eleven-pence three farthings.

The monitor now makes the draft "*show slates,*" and inspects each, to see that all the boys have set down the total correctly.

After they are inspected, he orders them to "*return slates;*" afterwards to "*clean slates,*" and then goes on with another example in the same manner.

While a boy is adding aloud, the other boys in the draft are doing the same mentally; and all are on the alert to catch him in an error; the monitor at the same time is looking on the key, to observe that no error is passed over uncorrected.

SEVENTH CLASS.

Compound Subtraction.

The boys of this class are employed in writing examples, and their keys, from the dictation of the monitor during the whole of the time appropriated to ciphering in desks. And during the time appropriated to ciphering in drafts, they are occupied in working examples without the help of the key.

Example and Key.

L.	*s.*	*d.*
267	13	7
95	14	$8\frac{1}{4}$

Farthings.

$\frac{1}{4}$ from 0, I cannot; borrow 1*d.*, and say $\frac{1}{4}$ from 1*d.* remains $\frac{3}{4}$; set down $\frac{3}{4}$ under the $\frac{1}{4}$, and carry 1 to the pence.

Pence.

1 I carry to the 8 are 9, 9 from 7 I cannot; borrow 12, and say 9 from 19 remains 10; set down 10 under the pence, and carry 1 to the shillings.

Shillings.

1 I carry to the 14 are 15, 15 from 13, I cannot; borrow 20, and say 15 from 33 remains 18; set down 18 under the shillings, and carry one to the pounds.

Pounds.

1 I carry to the 5 are 6, 6 from 7 remains 1; set down 1 under the 5.

9 from 6, I cannot; borrow 10, and say 9 from 16 remains 7; set down 7 under 9, and carry 1.

1 which I carry from 2 remains 1; set down 1 to the left of the 7 under 2.

Remainder in figures: 171*l.* 18*s.* $10\frac{3}{4}$*d.*

Remainder in words: One hundred and seventy-one pounds, eighteen shillings, and ten-pence three farthings.

When a boy is perfectly acquainted with the business of this class, he is promoted to the

EIGHTH CLASS.

Compound Multiplication.

In this class the boys are constantly employed during the time that they are in their seats, in writing examples and their keys from the dictation of the monitor. And during the time appropriated to ciphering in drafts, they are constantly employed in working examples without the help of the key, as in all the other rules.

Example and Key.

L.	*s.*	*d.*
584	13	$9\frac{1}{2}$
		3

Farthings.

3 times 2 are 6, 6 farthings are $1\frac{1}{2}d.$; set down $\frac{1}{2}d.$ under the farthings, and carry 1 to the pence.

Pence.

3 times 9 are 27, and 1 I carry are 28, 28 pence are 2*s.* and 4*d.*; set down 4 under the pence, and carry 2 to the shillings.

Shillings.

3 times 13 are 39, and 2 I carry are 41, 41*s.* are 2*l.* 1*s.*; set down 1 under the shillings, and carry 2 to the pounds.

Pounds.

3 times 4 are 12, and 2 I carry are 14; set down 4 under the 4, and carry 1.

3 times 8 are 24, and 1 I carry are 25; set down 5 under the 8, and carry 2.

3 times 5 are 15, and 2 I carry are 17; set down 7 under the 5, and 1 to the left of the 7.

Product in figures: 1754*l.* 1*s.* $4\frac{1}{2}d.$

Product in words—One thousand seven hundred and fifty-four pounds, one shilling, and four-pence half-penny.

When a boy is perfectly master of the business of this class, he is promoted to the

NINTH CLASS.

Compound Division.

In this class the boys are constantly employed in writing examples and their keys from dictation, during the time that they

are in their seats; and in working examples without the help of the key, during the time appropriated to ciphering in draft.

Example and Key.

	L.	*s.*	*d.*
7	394	19	$10\frac{3}{4}$

Pounds.

7 in 39, 5 times, and 4 over; set down 5 under the 9, and carry 40, 40 and 4 are 44.

7 in 44, 6 times, and 2 over; set down 6 under the 4, and carry 2 pounds to the shillings; 2*l.* are 40*s.*

Shillings.

19, and 40 I carry are 59, 7 in 59, 8 times, and 3 over; set down 8 under the shillings, and carry 3 shillings to the pence, 3 shillings are 36 pence.

Pence.

10 and 36 are 46, 7 in 46, 6 times, and 4 over; set down 6 under the pence, and carry 4 pence to the farthings; 4 pence are 16 farthings.

Farthings.

3, and 16 I carry are 19, 7 in 19 twice, and 5 over; set down $\frac{1}{2}d.$ under the farthings, and 5 the remainder to the right.

Quotient in figures: 56*l.* 8*s.* $6\frac{1}{2}d.$ 5 rem.

Quotient in words: Fifty-six pounds, eight shillings, and six-pence halfpenny, and five remainder.

TENTH CLASS.

When the pupils have become thoroughly acquainted with the first four rules, they are introduced to the tenth or highest class, and are taught Reduction, Practice, The Rule of Three, and as much of the higher branches as their stay in the school will permit.*

* A system of arithmetic adapted to the currency, &c. of the United States, is included in the Lessons published with this Manual.

BRITISH SYSTEM OF EDUCATION FOR GIRLS.

SCHOOLS for girls are fitted up on the same plan as those for boys, which have been already described; except that the seat-board should be 5 or 6 inches from the inner edge of the desk-board, to allow the girls freedom to work.

The system by which reading, writing and arithmetic are taught in the boys' school is applicable in all its parts to girls as well as to boys.—The method by which needlework is taught, is all that will therefore be necessary to detail respecting the system of education for girls.

General Arrangement.

When working (as sewing is denominated), the girls are seated at the desks, arranged in classes, according to their proficiency. The first, or lowest class, is seated next the platform, and the others in numerical order behind the first. The number of classes depends on the number of different kinds of work taught in the school. Each distinct operation, or different kind of work, constitutes a class. The number in general use is ten: 1. Hemming; 2. Sewing and Felling; 3, Drawing threads, and stitching; 4. Gathering, and fixing on gathers; 5. Button-holes; 6. Sewing on buttons; 7. Herring bone stitch; 8. Darning; 9. Tucking and whipping; 10. Marking.

From the higher classes the best workers are selected for monitors; and two are appointed to each desk. The one acts as monitor of the desk in the morning, and the other in the afternoon.

The monitors who act in the morning are called regular monitors of desks, and the monitors who act in the afternoon are called their assistants. In the morning the assistants are at work in the classes to which they belong, under their respective monitors, and in the afternoon the regular monitors are at work in their respective classes; so that one half of the monitors' time is occupied in their own improvement, and the other in teaching the girls of their desk.

A monitor continues monitor of the same desk until she be appointed monitor in a higher class; and a girl continues to sit at the same desk, and in the same place at the desk, while she remains in the class.

There are also two general-monitors, who superintend in their turn, one in the morning, the other in the afternoon. All the monitors of desks, and the girls under their care, are under the superintendence of the general monitor.

In the morning, from 9 to 10, and in the afternoon, from 2 to 3, the girls read and spell in drafts; and three afternoons in each week, from 3 to 5, should be employed in writing and ciphering.

Every Tuesday, morning and afternoon, the girls are allowed to bring work from their parents, and do it in the school.

Each girl is provided with a pin-afore, or slip, as is each monitor also. They are given out by the monitor-general to the monitors of desks, and by them given to the girls in their respective desks before the work is delivered; and taken in at the conclusion of each school time, after the work has been collected and brought up to the mistress. The pin-afores are marked 1, 2, 3, &c., up to the number of girls, which the desk contains: the number of the desk is also marked upon them, thus, $\frac{5}{3}$, which would signify that the pin-afore so numbered belonged to the fifth girl in the third desk.

Every three girls are allowed a pair of scissors, which are fastened to the desk by a string long enough to accommodate the three.

Each girl is furnished with a thimble, needle, thread, and materials for work.

As the order in which the commands are given is invariable, and well known to the whole school; in place of giving them in words, they are given generally by signals, for which a small hand-bell is used.

Method of going from Drafts to the Working Classes, of giving out the Pin-afores, &c.

At ten, the monitor-general, or mistress, rings the bell, as a signal for the business in drafts to cease:—after a pause, the bell is rung as a signal for the drafts to form a line round the school; the bell is afterwards rung for the girls to turn to the right or left, as the practice may be. The bell is again rung, and the whole school walks in a line along the passage round the school, and each girl steps into the passage behind the desk to which she belongs, as she comes up to it, and goes to her proper place at the desk. Each monitor does the same, taking her place at the head of the desk.

After all are in their places, the monitors are ordered up to the platform, where they receive from the monitor-general the pin-afores belonging to their desks; they return and distribute them to the girls, who immediately put them on. The monitor's pin-afore is No. 1, the first girl in the desk, No. 2, the second, No. 3, &c.

When the pin-afores are put on, a signal is given for the whole school to turn to the right: another signal is given, and

each girl ties the pin-afore of the one who stands before her. A signal is afterwards given for the girls to turn to the left, and the pin-afores of the girls that stand on the left are tied by the girls that stand next to them.

A command or signal is given now for the whole school to take their seats, which they do in the same manner as the boys.

After they are seated, a command or signal is given, and each monitor passes in front of her desk, and gives a thimble and needle to each girl: each monitor being furnished with as many thimbles and needles as her desk contains girls, which she keeps in a pocket in her pin-afore when not used, and for which she is accountable.

After the thimbles and needles are given out, the monitors are called up to the platform, and each receives work for her desk from the mistress. They then return to their places, and are ordered to *give out work;* and after they have given work, and a thread to each girl, they return to the head of the desk.

After the monitors return to their places, the school is commanded to *show work;* that is, to hold it up in their left hand, to see that each be furnished with work. They are then desired to *hold down work*, and the monitors to *go on:*—the girls immediately begin to work.

When a girl wants work she holds up her left hand as an intimation to her monitor, who steps up and supplies her. If a monitor wants a supply of work for her desk, she makes a like signal to the monitor-general.

When a girl wants a thread she helds up her right hand, and her monitor supplies her. Each monitor is furnished with a paper of threads, which she keeps in the pocket of her pin-afore.

At half an hour after eleven, the bell is rung as a signal for the whole school to stop from work; it is afterwards rung for the girls to hold up their work for inspection. The mistress now passes along in front of each desk, and examines the work of every girl in the school, rewarding those who have done it well, and punishing those who have done it badly.

After the mistress has examined the work, the monitors are ordered to gather it up. And after they have all returned to the head of their desks with the work, they are ordered to bring it to the platform, where the mistress or monitor-general receives it, and the monitors return to their places.

The monitors are afterwards ordered to collect the thimbles and needles, which they put in the pocket of their pin-afores. When this is done the whole school are commanded out of their seats into the passage behind the seats.

The pin-afores are now untied, taken off, and folded, by signals or commands. Each girl folds her pin-afore neatly, with the number in view; and the monitors are afterwards ordered to collect them, which they do in the order of their numbers, and wrap them in their own, with the number in view, which shows to what desk the pin-afores belong.

The monitors are afterwards ordered to the platform with the pin-afores, and the mistress gives a ticket to each of the three whose pin-afores are the most neatly folded; which are afterwards put in their places by the monitor-general. The monitors return to their desks, and the business of the school is over.

At three in the afternoon the same routine of business commences, which is conducted by the assistant-monitors.

FIRST CLASS.

Hemming.

This class contains two divisions.

Girls who have not learned to fold down a hem are placed in the first division, and are taught on pieces of waste paper, which retains the folds better than linen or cotton.

The monitors of this division are furnished with slips of paper about four inches long and two broad, by the monitor-general, at the time that the monitors are ordered to the platform to receive work for the girls under their care.

When the command is given for the monitors to give out work, the monitors of this division give a slip of paper to each girl; and when the general order is given to begin work, the girls of this division fold the edges of the paper down as if they were folding linen for hemming.—(See No. 1, in the specimens of needle-work.)

Each monitor is constantly engaged inspecting the work of the girls in her desk, giving instructions, and keeping them employed.

When a girl has finished the folding of one slip, she holds up her left hand as a signal to her monitor, who goes and inspects the performance, and gives her another slip: and in this way the division is constantly employed.

At the time appropriated for general inspection, (which is half an hour before the school closes,) the mistress passes round and inspects all the work done by each girl. Every one who merits reward, has a ticket; and those who have been careless and inattentive forfeit one, or are confined.

When a girl has learned to fold down a hem neatly on paper, she is promoted to the

Second Division.

In this division girls are taught to fold down and hem on linen or cotton.—See No. 2.

They are furnished with pieces of linen or cotton, the size of the slips of paper used in the 1st division, and also with thimbles, needles, and thread.

Each monitor belonging to this division of the class, is furnished with as many thimbles and needles as a desk contains girls; which are put in a little bag, and kept in the pocket of her pin-afore when not used, and for which she is responsible to the monitor-general.

Immediately after the girls take their seats, each monitor gives a thimble and needle to every girl in her desk, and afterwards receives and gives out the work, in the same manner as the monitors of the 1st division. Each girl receives a thread from her monitor with her work. And when the order is given, all the girls in the division begin to turn down and hem the pieces of cloth. When a girl wants a thread she holds up her right hand as a signal to her monitor, who passes up to her and supplies her. When her work is done, she holds up her left hand, and the monitor goes and examines her performance, and gives her another piece of cloth.

In this manner the division is constantly employed till the order is given to stop from working, when the mistress inspects the work as in the preceding division.

The linen or cotton used in this and the other classes, for doing the class work upon, is white. And, that the stitches may be more easily seen and inspected, and the work is done with coloured cotton thread.

The general observations on this class apply to all the following classes.

SECOND CLASS.

Sewing and Felling.

This class also contains two divisions. Girls who have learned to hem only, form the first division, in which they are taught on paper to fold down and fix work for sewing and felling.

Two pieces of paper about the size of the specimen, No. 3, are given to each girl, which, when folded, they pin together, as shown in the specimen.

When a girl has learned to do this neatly, she is promoted to the

Second Division.

Girls in this division are supplied with two or three pieces

of cloth, about the size of those in the specimen, No. 4; which they are taught to sew and fell, and which they afterwards hem round.

As it is highly desirable that the children as soon as they have learned to perform the class-work should be employed in something useful; two caps are annexed, in which most of the class-work is included—the front and strings of cap, No. 1, and bottom of the caul No. 2, are examples of hemming: the back of the cap, No. 1, and the chin-stay of No. 2, are examples of sewing.

It will be observed of all the other classes, as well as this, that much work on little material is a prominent feature in the system.

When a girl can perform the work of this class neatly, she is promoted to the

THIRD CLASS.

Drawing Threads and Stitching.

The girls of this class are furnished with pieces of cloth about the size of No. 5, on which they are taught to draw threads for stitching; to fix the work, and to do every thing in that specimen of this class work.

When a girl is capable of performing the work of this class, she is promoted to the

FOURTH CLASS.

Gathering and Fixing Gathers.

In this class each girl is supplied with a pair of wristbands, (which may be the work performed by herself in the preceding class) and a piece of cloth, the width about three lengths of the wristband, the length, three inches. When learning to gather, children should be taught to turn down the edge in the same manner as the first turning for a hem, and then turn it back, that they may leave a line to guide them; they ought also to divide into quarters the edge to be gathered and the edge which is to be set on to the gathers, that the fulness may be equal. It is a useful practice for children to count their stitches when at work, that they may put nearly an equal number of gathers in each quarter. After a girl has been taught to gather and fix on gathers neatly, as represented in the specimen No. 6, she is promoted to the

FIFTH CLASS.

Button-Holes.

Small pieces of cloth are given to the girls in this class, who first double them and sew them round, as done in the speci-

men No. 7. They are afterwards taught to cut the holes to the proper size, and to work them. As many holes are cut and wrought in each piece of cloth as may conveniently be made. And for facility of inspection, the holes are wrought with thread of different colours. As children frequently ravel the edges of button-holes, it is useful to teach them to whip them slightly round with fine thread before they are worked.

SIXTH CLASS.

Sewing on Buttons.

In this class the girls are furnished each with a small piece of cloth and a few buttons: and they are practised in sewing them on till they can do it neatly, as on No. 8. Where wire rings can be procured, buttons may be made by covering them with cambric muslin, previously cut into square pieces, and afterwards neatly stitched round the wire.

SEVENTH CLASS.

Herring-Bone Stitch.

No. 9 is a specimen of the work of this class performed on a piece of linen.

The girls are first practised on pieces of linen or cotton, as on No. 9, and afterwards taught the use of the stitch by performing it on pieces of flannel, as on the specimen No. 10.—This work is principally employed in making flannel clothes, as the seams are less clumsy than with a double turning.

EIGHTH CLASS.

Darning.

This is taught on pieces of cotton about the size of the specimen No. 11.

The holes are purposely cut, and the work is performed with thread of different colours, the warp of one colour is crossed by the woof of another colour, that the work may appear more distinctly.

NINTH CLASS.

Tucking and Whipping.

Before children fold for plaits or tucks, they ought to have a piece of card the exact width from the edge of the frock or cap, to the edge of the tuck or plait, in order that they may crease it correctly; and it is desirable that the card be an exact square, to prevent any possible mistake. When the first is made, the double edge should be turned down like a hem, and then turned back again in the same manner as for gathering, to make a line for a guide in running.

No. 12 is a specimen of the work of this class, exhibiting five tucks, and bordered with a frill as a specimen of whipping, which are both taught in this class.

TENTH CLASS.

Marking.

No. 13 is a specimen of the sampler taught in this class, containing the capital and small letters of the alphabet, and the figures upto 10.

General Observations.

When children make a first attempt to perform any of the work in the different classes, it is desirable to let them practise upon pieces of old linen, in order that good cloth may not be spoiled; and when the girls are capable of working well, it is of great importance to procure such employment as may improve them. But in many places this cannot easily be accomplished; and caution is requisite in applying for work with the proposition of doing it for small pay, as it may be an essential injury to those who earn their living by taking in needlework. If work could be procured from persons in the middling and lower class in life without any other pay than is sufficient to defray the expense of needles and thread; or if a little fund could be raised to purchase goods at a wholesale price, and after making clothes of them, sell them without charging much for the work, it might afford employment for the children, and benefit the poor.

If knitting could be introduced into schools it would, in many respects, be advantageous; and if those visitors of schools, who are kindly interested in the instruction of youth, are willing to bestow a little time and attention to the object, it might be easily accomplished.

In the first place, one or two of the monitors in the highest class must be taught; and when this is done, they will be qualified to teach others. The children in the first instance might be taught to knit stockings for girls of 8 or 10 years of age. If these stockings were given for prizes, the cost of the worsted would probably not exceed the sum usually expended upon the highest rewards, and after some practice they might knit stockings and socks for sale.

As cleanliness is of great importance in needlework, it is particularly desirable that the monitors should be allowed to send their pupils to wash their hands when they see it necessary.

PART THE THIRD.

DISCIPLINE.

Division of Monitors.

The principle of discipline is defined to be Mutual Inspection or Superintendence:—accordingly, it is the duty of the monitors to superintend their classes and maintain good order.

The monitors are either subordinate or general.

The former undertake the instruction of their separate classes, and maintain order amongst the pupils instrusted to them.—The latter take no part in the instruction of the pupils, but maintain order throughout the school.

The subordinate monitors are—

1st, Monitors of classes;
2d, Assistant or Inspecting Monitors;
3d, Reading Monitors;
4th, Monitors of Arithmetic.

General Monitors are—

1st, General Monitors of Order;
2d, Monitor General of Reading;
3d, Monitor General of Arithmetic.

Duties of Monitors of Classes.

As it is the duty of the monitors of classes to teach the spelling book by *dictation*, they should be chosen from amongst the best writers in the eighth class.

Every class has two monitors, who divide the labour between them. Whilst one superintends the class, the other continues at his studies.—The number of monitors of classes is therefore sixteen.

Duties of Monitors of Classes before Dictating.

1st, The monitors of classes should come to school a quarter of an hour before it begins.

2d, They should take their station at the right hand extremity of the first form in their class.

3d, It is their duty to examine whether the desks in their class are in order, and to inform the general monitor if there are slates wanting or broken.

4th, To see that the boys take their places in the order in

which they enter the school, and stand in the passage behind the seat-board, resting against the desk, with their faces to the platform and their hands behind their backs, and that all remain in that situation until they receive the command of the general monitor.

5th, To see that all the boys in their classes execute the commands of the general monitor.

Duties of the Monitor whilst Dictating.

1st, He leaves his place and stands before the first form in his class.

2d, He must dictate in regular succession with the other monitors, in a slow, distinct, and audible voice.

The monitor of the eighth class begins, then follows the monitor of the 7th, then the 6th, 5th, 4th, 3d, and 2d. The monitor of the 8th class should never dictate a second word until the monitor of the 2d class has finished dictating a syllable to his pupils.

The monitor of the first class is not obliged to conform to this rule.—He dictates one letter to this pupils and then corrects it, and dictates a second to them without considering what is done in the other classes.

3d, It is the duty of the monitor to have his eye constantly on his class, and to see that every boy under his care is quiet, orderly, and attentive, and that all write the word immediately after it is dictated.

4th, If he perceives a pupil untidy, talking or idle, it is his duty to put a disgrace or accusation-mark about his neck, after having first warned him: and he is to take away the disgrace-mark as soon as the pupil shows that he is corrected of his fault, or as soon as he perceives that another pupil has committed a similar offence.

5th, He is to send incorrigible pupils to the platform; or those who have broken their slates, or lost their pencils: and he is to write on a slate the occasion of the pupils being sent up.

6th, To have the number of the class on the telegraph turned towards the platform while the class is employed in writing the six words.

7th, When the sixth word has been dictated, the monitor is to get upon the first form in his class, and turn towards the general monitor that side of the telegraph which exhibits the letters EX.

8th, He is to obey the order of the general monitor with alacrity, and on no account to dispute or converse with any monitor or boy in the school, or even with any visitor.

9th, When the general monitor gives the order to inspect, the class monitor is to step off the form and then inspect the writing of the assistant monitors, if any, and afterwards correct the slates of the pupils on the first form of the class.

10th, He is to see that the assistant-monitors or inspectors perform in a quiet and orderly manner.

11th, When the inspectors have examined the slates, he is to give them a signal to return to their seats.

12th, When the inspection is over, he is again to get upon the form and turn towards the general monitor the side of the telegraph with EX, as a signal that the class is examined.

13th, When the general monitor has given a signal for dictating a second lesson, the monitor must again turn the telegraph, step off the form, and dictate another word.

Duties of the Monitors of Classes with regard to the Attendance or the Absence of the Pupils.

1st, When the order is given "*to muster*," the monitor of classes takes the class list (see No. 2,) in which a certain number is written opposite the name of every child, beginning at the top.

The boy who sits first tells his number in the class list; the monitors turns to it, and opposite the name in the column for the day of the week he makes a dash, and passes to the second boy. In this manner he proceeds to the bottom of the class. In the morning a horizontal dash is made in the column for the day, thus (—). In the afternoon a vertical one is made crossing the horizontal one, thus (+). When these marks are wanting, the blanks indicate the absence of the boys.

2d, The business of mustering being finished, the monitor, after having added up the number of children present and absent, lays down his class list, and comes to the master to give an account of the number of children present in the school, the absentees, and the total number. The master inserts these reports in a register (see Register No. 2).—After this the monitors return to their places.

Duties of the Monitor of a Class when his Pupils leave the Forms in order to read.

1st, To take his stand at the end of the form.

2d, To see that the pupils leave the forms in an orderly manner, and that they stand still with their hands behind them.

3d, When the children leave the class, the monitor divides them into companies or drafts of 8 or 9, according to the number of semicircles that they are to form.

Duties of the Monitor of a Class after the Exercises are over.

1st, To report to the monitor-general the conduct of the boys and inspectors under his care; and to make an appeal to the master if he thinks himself aggrieved by the monitor-general.

2d, To come to the platform to read aloud the rules of the school, &c., having placed the inspector at the head of the class.

3d, To take his place again after he has read, and to see that the pupils leave the school in an orderly manner.

4th, To hang his marks in the proper places, and see that all the slates are slung before he leaves the school.

Duties of Assistant-Monitors.

The assistant-monitors are to take part with the monitors of classes in the inspection of the writing; consequently they should be some of the best writers.

The assistant-monitors are always chosen from amongst the pupils of the same class to which they belong, except the assistant-monitors of the first class.

They are chosen by the monitor of the class.—One assistant-monitor superintends one form.

The duties of the assistant-monitor are—

1st, To obey the monitor of the class in every thing.

2d, To station himself at the top of the desk which he is to superintend, and behind the seat of the monitor of the class.

3d, To write the words dictated by the monitor of the class.

4th, To perform all the exercises with the boys in the class.

5th, After his writing has been inspected by the monitor, to take his pencil in his hand and examine the writing of each boy in the desk which he superintends.

6th, To show the boys their mistakes in spelling, by drawing a cross through the word. If a letter be omitted he is to write it over the place where it should stand, and if a wrong letter is inserted he is to scratch it out and place the right letter over it.

7th, On no account whatever should he hold the least conversation with the boys, or any other person.

8th, He is to remain at the bottom of the passage with his face towards the head of the desk, after he has inspected all the slates, until the monitor makes a signal.

9th, When the monitor gives the word of command, or makes a signal to the same effect, he is to return to his place, and show his slate with the other boys on the desk.

Duties of the Monitors of Reading.

The monitors of reading are to teach their pupils from the boards containing the spelling-book and reading lessons, they must consequently be chosen from amongst the best readers in the seventh and eighth classes.—Each class has several reading-monitors.

Duties of a Monitor of Reading before the Circles are formed.

1st, To render prompt and silent obedience to the commands of the monitor-general of reading.

2d. To leave quietly the forms of the seventh and eighth class, and to stand in a line at the head of the class which he is to direct.

3d, At a signal given by the general monitor, to lead his pupils to the place where the reading-circle is to be formed.

4th. To arrange his pupils in a semicircle with their hands behind them, and their feet close together; he is then to put the ticket with the words "*First boy*," about the neck of the child who stands first on the left-hand side of the circle; and the monitor himself is to stand on the right-hand side.

Duties of a Monitor of Reading whilst the Children read from the Boards.

1st, To make the children read in succession a syllable, word, or sentence, directing his pointer to them on the boards.

2d, First, to question the child who is at the head of the draft, then the one who stands next, and so on to the last in the class.

3d, When a boy makes a mistake, the monitor is to repeat the question to the next below him, who, if he can, corrects it.

4th, To make the boy who rectifies an error take the place of the one who committed it.

5th, Never to correct a mistake until every boy in the draft has been questioned, and found not able to answer.

6th, The monitor of the 7th and 8th classes, when reading in the Bible or Testament, need not use a pointer. The first boy is to read the first verse; the others, each one in succession. The monitor is to read a sentence himself in his turn with the boys in his class.

7th, To take the lesson from the wall when the monitor-general of reading gives the command to examine by interrogation; and to stand with it in his hands in the centre of the draft with his back to the wall.

8th, To keep his draft constantly employed, from the moment that it is placed in a circle, until the monitor-general blows his whistle.

9th. To report to the monitor-general those who talk and are idle.

Duties of a Monitor of Reading, after Reading from the Boards is over.

1st. As soon as the whistle is heard, the monitor is to see that the boys in his draft fall into a line, with their backs to the wall.

2d. If there is not space enough for him to place the pupils in one line, he must place them in two.

3d. To hang up the lesson in its former place, as also the ticket "*First boy*," and the pointer.

4th. To remain at the head of his draft until he receives the command to move.

5th. The monitors are to lead their pupils back to their seats in an orderly manner; and afterwards they are themselves exercised in reading under other monitors for half an hour, when they return to their seats in the class.

Duties of the Monitors of Arithmetic.

The monitors of arithmetic are divided into those of the classes, and those of the drafts.

Monitors of the Arithmetic Classes.

The monitors of the arithmetical classes may be chosen from amongst the pupils who have made the greatest progress in each class.—For this branch of elementary instruction is so simplified, that a pupil who can read may teach the four rules of arithmetic, even if he is unacquainted with them himself.—But commonly the pupils of a higher class in arithmetic are chosen to be monitors of a lower class. This must always be done when it is found that all the pupils in one class in arithmetic have made but little progress in this branch of elementary instruction.

Every class in arithmetic has two monitors, who divide the business of instruction between them.

They have nearly the same duties to perform as the monitors of the writing-classes.

1st. Punctually to obey the monitor-general of arithmetic.

2d. The monitor is to take his seat at the desk at the head of his class.

3d. He is to dictate to his class in a slow, distinct, and audible voice.

4th. After he has dictated the lesson, he is to make his class *show slates*, and then to examine them.

5th. After he has dictated the key, he is to make his class *show slates*, and then see that each is examined and corrected.

6th. He is to make his class *lay down* and *clean slates*, and go on with another lesson.

7th. He is to keep his class silent, and constantly employed, and to hold no conversation with boys or monitors.

The monitors of classes are at liberty to choose assistant-monitors, when the number of their pupils is large, in order that they may be assisted in correcting the slates.

These assistant-monitors are always to be chosen from amongst the pupils who have made the greatest progress in each class.

Their duties are nearly the same as those of the assistant-monitors in the writing-classes.

1st. The assistant-monitor is to obey the monitor of his class.

2d. He is to take his seat at the top of the form which he superintends.

3d. He is to write what is dictated by the monitor of the class.

4th. After his slate has been inspected by the monitor, he is to take it in his hands, and examine the slate of each boy in the form which he superintends.

5th. It is his duty to show a boy his mistakes, to scratch them out, and write the correction over the errors.

6th. On no account to hold conversation with the boys on that form.

Monitors of the Arithmetical Drafts.

The monitors of the arithmetical drafts are all chosen from amongst the best-qualified pupils in each class.

Their duties are nearly similar to those of the reading-monitors.

1st. They must obey the monitor-general of arithmetic.

2d. They conduct their pupils to the arithmetical boards, round which they are to form semicircles.

3d. They take care that their pupils bring with them their slates and pencils, except the first class in arithmetic.

4th. To see that the pupils dictate the rule by which they are to work the sum, in the manner described in the Second Part.

5th. They make them *show slates* when the example on one rule is finished, and clean them again when they are about to dictate a fresh example.

6th. They maintain order and activity in the semicircles.

7th. They lead back their pupils to their places.

Duties of General Monitors of Order.

As the preservation of order and the superintendence of the exercises constantly require the presence of a general monitor, it is necessary that two pupils should be chosen for general monitors of order; so that whilst one superintends the school, the other may continue at his lessons in the eighth class.

The office of monitor-general of order being a place of honour, it should be granted to a pupil who is worthy of it. Consequently the boys in the eighth class who have made the greatest progress in reading, writing, and arithmetic, and whose conduct has been the most regular, have a right to aspire to the station of monitor-general of order.

The master appoints a pupil to this office, and he does it with some degree of formality.

The duties which devolve on the monitor-general of order are very numerous.—We shall endeavour to describe them as exactly as possible.

The monitor-general of order stands on the platform, and is only accountable to the master.

Duties of the Monitor-general of Order, before the School is assembled.

1st. He should be the first in the school-room—a quarter of an hour before the usual time for the children to assemble.

2d. He opens the door to the monitors before the arrival of the other children.

3d. He calls over the names of the monitors.

4th. He sets down the names of the absent monitors on a slate, and he appoints others to act in their place if necessary.

5th. He gives lessons to the monitors of the classes to dictate to their pupils.

6th. He opens the door for the pupils.

Duties of the Monitor-General before Dictating begins.

1st. He admits the children into the school-room at 9 o'clock precisely.

2d. He directs the children to their seats, each opposite the nail upon which his slate is hung; when he gives the orders *Take off hats: Sling hats:* on this direction, each boy hangs his hat at his back, by a string with which it is provided for that purpose; as exhibited in Plate III.

3d. He desires those who have no pencils to take them from the master's desk.

4th. When the children are seated, he gives the command in a quick, distinct, and audible tone of voice—*Unsling slates:*

The children catch the string belonging to the slate with their left hand, and with the right they hold the slate and place it on the desk.

5th. The next command is *Clean slates.*

6th. After the slates are sufficiently cleaned, the monitor-general gives a signal to leave off by ringing a bell.

The pupils then place their hands on their knees.

7th. He then orders them to *Show slates:* The boys cross their arms, and taking the upper corners of the slates, raise and turn them in such a manner that the clean side is seen by the monitor-general. (See Plate II.)

8th. His next command is *Monitors, Inspect:* The monitors leave their places, and examine the slates of their pupils, to be certain that they have cleaned them well. They then return to their places, and turn the telegraph to show the general-monitor that the inspection is finished.

9th. His next command is *Lay down slates:* After which he rings the bell as a signal; on which the boys put down their hands.

10th. He then directs the *Monitors* to *begin:*—The monitor of the 8th class dictates a word; then the monitors of the 7th, 6th, 5th, 4th, 3d, and 2d, in succession.

Duties of the Monitor-General of Order during the Time of Dictating.

1st. He is to superintend and direct the whole business.

2d. He is to see that the monitors of classes dictate in their right order.

3d. He is to hold no conversation or argument with any boy, monitor, or visitor.

4th. Whenever he sees any boy or monitor inattentive, or committing any impropriety, he is to call to him by name, and set it down in his report.

5th. He is to see whether the monitors take care to turn the telegraph when they have dictated a lesson.

Duties of the Monitor-General whilst the Reports of Boys present are taken.

1st. To shut the school-room door before he gives the order to muster.

2d. To have the class-list marked half an hour after the school has opened.—This is to be done at half past nine in the morning, and at half past two in the afternoon.

After the monitors have given their classes in charge to the assistant-monitors, they take a pen and mark the children who

are present in their class-lists. (See Class-list, No. 2, and p. 46.)

3d. He keeps the children in order whilst the monitors of the classes mark their lists.

4th. The mustering being finished, he leaves the direction of the school to the monitor-general of reading, during the time of reading.

5th. He goes to his desk on the platform to his studies, during the time the school is under the direction of the monitor-general of reading.

Duties of the Monitor-General of Order after Reading.

In this case the second monitor-general of order succeeds the first. This is also the time in which the monitors of the classes are changed.

1st. As soon as the monitor-general of reading has made a signal with his whistle for the children to leave off reading, the monitor-general of order, who is on duty, takes his place on the platform by the side of the master's desk.

2d. He rings his bell to fix the attention of the children after the monitor-general of reading has distributed his tickets.

3d. He orders the children, who are ranged in a line round the room, to turn to the right or left according to the path they must take to return to their seats. This is done by a signal made with his right hand. The children having turned as they were desired, he gives the word of command for them to go to their class by saying: *Go!*

The pupils of the 1st, 2d, 3d, 4th, and 5th classes, with their monitors of reading at their head, enter in the Writing-classes. The pupils in the 6th, 7th, and 8th classes enter the classes of Arithmetic, under the superintendence of the monitor-general of Arithmetic. The school is then divided into two principal parts, each under the direction of a general-monitor. The monitor-general of Arithmetic is exclusively engaged in the Arithmetical classes, until the exercises are finished.—The monitor-general of Order is constantly occupied in the classes in which Arithmetic is not taught.

4th. The monitor-general of order takes notice of the 1st, 2d, 3d, 4th, and 5th classes, and observes whether the monitors of classes are mounted on their forms. He then orders the children to take their seats, to *unsling slates*, to *clean slates*.—He orders the *monitors* to *inspect* them. After which he commands them to *lay down slates*, and to *begin to dictate*, &c. &c.

5th. He engages the pupils in this manner until a quarter to twelve.

6th. It is his duty to report as good monitors, those who dis-

tinguish themselves by their attention and diligence in the discharge of their duty.

7th. He is to mention the boy by name, who distinguishes himself by his attention and orderly conduct; and his name is also to be entered in the list of good boys on the report-slate of the day.

Duties of the Monitor-General of Order when the Business of Teaching is over.

1st. At a quarter before twelve he is to ring the bell, in order to let the monitors and scholars know that it is time to leave off.

2d. He observes whether the monitors of the writing classes put away their dictating-boards, and whether they get up on the forms. He also notices whether the monitor-general of arithmetic makes the monitors under him perform the same duties.

3d. He then orders the children to suspend their slates by saying *Sling Slates.*

4th. He rings the bell as a signal, on which the children put down their hands.

5th. He then reads aloud the names of the children who have behaved well, desires them to leave their forms, and gives them a "*merit-ticket.*"

6th. He also reads aloud the names of the children who have behaved badly, and orders them to remain in the school-room instead of going away with the rest of the children.

7th. He orders the pupils out of their seats, by saying, *Look;* (making, at the same time, a motion to the right or left)—*Out:* The pupils rise out of their seats and stand.—*Front:* They turn so as to face him. He then gives the command, *Unsling hats:* when every boy unties his hat, and places it on the desk before him. *Put on hats:* Here the hats are raised to the head. *Hands down:*—*Look:* He makes a sign with his hand to the right or left, and then commands them to *Go:* The pupils walk out in order before the master, each class with the class-monitor at its head.

8th. When the pupils are gone out, the monitor-general sees that all the lessons, slates, badges, &c. are put away by the monitors in their proper places; and that they always keep the school-motto in mind—"A PLACE FOR EVERY THING,—AND EVERY THING IN ITS PLACE."

The duties of the monitor-general of order, during the exercises in the afternoon, are the same as those he has fulfilled in the morning.

He admits the pupils at two o'clock precisely, and dismisses them at four o'clock in winter, and five in summer.

At the close of the afternoon school, he makes the monitors of the classes pass in succession before the master, and reports what their conduct has been during the day.

Duties of the Monitor-General of Reading.

The monitor-general of reading should be one of the best readers in the school.

As the duties attached to this office are not very important, they may in small schools be considered part of the business of the monitors-general of order.

1st. The monitor-general of reading is under the monitor-general of order.

2d. His duties begin when it is time to muster—at half-past nine in the morning, and at half-past two in the afternoon.

3d. He then leaves the eighth class, and writes on his slate the number of children present in each class.

4th. He then divides the number of children in each class, according to the number of semicircles that each of them is to form; and he does this by the following rule:

for 10 children, 1 semicircle of 10 children

11	-	-	2	-	-	one of 6			one of 5			
12	-	-	2	-	-	-	-	6	-	-	6	
13	-	-	2	-	-	-	-	7	-	-	6	
14	-	-	2	-	-	-	-	7	-	-	7	
15	-	-	2	-	-	-	-	8	-	-	7	
16	-	-	2	-	-	-	-	8	-	-	8	
17	-	-	2	-	-	-	-	9	-	-	8	
18	-	-	2	-	-	-	-	9	-	-	9	
19	-	-	2	-	-		-	10	-	-	9	
20	-	-	2	-	-	-	-	10	-	-	10	

from 21 to 30 children, 3 semicircles,

31	-	40	-	-	4
41	-	50	-	-	5
51	-	60	-	-	6
61	-	70	-	-	7
71	-	80	-	-	8
81	-	90	-	-	9
91	-	100	-	-	10

5th. When he has thus divided all the classes according to the number of semicircles that are to be formed, he goes back to the 7th and 8th classes to select reading-monitors, who are for the time to superintend the semicircles.—Let us suppose that the 2d class is to be divided into two semicircles. The monitor-general of reading will say—*Monitors of the second class, hold up your hands.* The reading-monitors of this class

hold up their hands. The general-monitor then appoints two of these pupils to superintend the two semicircles in question.—Let us suppose that the third class is to be divided into three semicircles. The monitor-general of reading will say—*Monitors of the third class, hold up your hands.* The pupils who are appointed reading-monitors of the third class hold up their hands, and from amongst them the general-monitor chooses three children to superintend the three semicircles in question.—The general-monitor of reading proceeds in this manner until he has appointed reading-monitors for each semicircle.

6th. His next business is to suspend to the walls of the school-room the great reading-boards round which the children are to form semicircles. If the first class is to occupy two semicircles, he hangs up two boards belonging to the first class at one of the extremities of the school-room.—If the second class is to occupy three semicircles, he suspends against the wall three boards belonging to the second class, immediately after those belonging to the first. He pursues this plan with the rest, always proportioning the number of boards to the number of semicircles, or to the number of reading-monitors who are to superintend them.

7th. When he has arranged the reading-boards in this manner, he returns to the 7th and 8th classes, and orders the reading-monitors whom he has just appointed, to leave their seats: He then says, *Look:* and makes a sign with his hand to the right or left. The monitors turn as they are desired, and he says *Go:* The monitors leave their seats, and arrange themselves in a line at the head of the classes they are to superintend.

8th. The monitor-general of reading then goes to the platform and rings the bell to fix the attention of the children.

9th. He then gives the word of command, *Sling slates:* and the pupils hang their slates upon the nails before them.

The general-monitor then says *Out:* The children rise, and he says *Look:* making a sign with his hand to the right or left. The pupils turn as they are directed, and he says *Close up:* The children stand close to each other. The monitor-general says *First Class—Go:* Each of the reading-monitors of the first class takes a certain number of pupils, whom he places round the reading-boards, and exercises successively in reading them.

In doing this the monitors of drafts are assisted by the monitors of classes, and especially by the monitor-general of reading; who should go from one class to another to divide the pupils as they leave their forms, and see that every thing is done in order and with the greatest stillness.

10th. When all the pupils have left the classes under the superintendence of their respective reading-monitors, the moni-

tor-general of reading returns to the platform, and orders the *monitors* of the *classes* (who are still standing on the forms) to step *down* and form a reading-circle.

They come in an orderly manner, and form a semicircle under the direction of a reading-monitor, who should be one of the best readers in the class.

The pupils in the 1st, 2d, 3d, and 4th classes, should always read the large boards composing part of the spelling-book.

The pupils in the 5th, 6th, 7th and 8th classes, are to read the boards of *connected reading* in the morning, and in the afternoon the spelling-lessons adapted to those classes.

During the exercises in the afternoon, the pupils of the 8th class only are to read from the boards which contain words with their signification, alternately with the other spelling-lessons of the class.

11th. During the time of reading, the general-monitor goes through the semicircles, to preserve order and silence.

12th. He is to hear the complaints of the monitors, and the requests of the children, neither of whom can leave their ranks without his permission.

13th. He is to place upon the platform the children who are not tractable.

14th. He sets down the names of good and bad monitors on his slate.

15th. A quarter of an hour before the close of the reading-lesson, he says, *Monitors, repeat!* All the reading-monitors, except those of the first class, take down the boards which had been suspended to the wall, and question their pupils in the manner already described.

16th. At $\frac{1}{4}$ past 10 in the morning, and at $\frac{1}{4}$ past 3 in the afternoon, the general-monitor of reading gives a signal to leave off, by blowing his whistle. The pupils immediately arrange themselves in a line near the wall, and the monitors hang up the reading-boards, as well as the pointers and tickets, and stand at the head of their classes.

17th. The direction of the school is then intrusted to the general-monitor of order, who commands the pupils to return to their classes; but previous to this, the monitor-general of reading goes through the line formed by the children, and distributes a *Merit-ticket* to each of them who wear the badge, denoting him to be the 1st in his class.

After the distribution of tickets, the pupils in the 1st, 2d, 3d, 4th, and 5th classes return to their writing, and are so occupied to the end of the school. Those of the 6th, 7th, and 8th classes form arithmetical classes in the morning, and are so

engaged till school breaks up:—in the afternoon *they* also form writing-classes.

18th. After the pupils have returned to their seats, the reading-monitors should station themselves at the head of the classes which they have superintended.

The monitor-general of reading desires them to form one or more reading-circles, and to exercise themselves in reading for a certain time, in these words:—*Reading-monitors—Look:* (He then makes a sign with his hand to the right or left.) The reading-monitors turn as they are directed, and he says *Go:* The reading-monitors range themselves in semicircles under the superintendence of one or more pupils, who should be the best readers in the school.

19th. Whilst the reading-monitors are engaged in reading, the monitor-general of reading places, in their former order, all the large boards which have been used, and he also puts away Bibles and Testaments.

20th. When the reading-monitors have read for half an hour, the monitor-general of reading makes them leave off, and says: *Reading-monitors—Look:* He also makes a sign with his hand to the right or left, and says *Go:* The reading-monitors proceed to their arithmetical classes if it be morning, and to the writing-classes if it be in the afternoon.

21st. The monitor-general of reading goes to the 8th class, and continues his lessons with the rest.

Duties of the Monitor-General of Arithmetic.

The monitor-general of arithmetic should be the boy who has made the greatest progress in arithmetic.

As the duties that he has to fulfil are still less considerable than those of the monitor-general of reading, *they also* may in a small school be left to the monitors-general of order.

The monitor-general of Arithmetic is only engaged during the morning school. His duties are,

1st. To begin his business at a quarter past ten, after the time of reading the boards.

2d. He then takes notice whether the pupils of the 6th, 7th, and 8th classes enter the arithmetical classes with order and stillness, and whether they quickly obey the monitor-general of order, when he desires them to go to their seats, take their slates and clean them, &c. He also observes whether the monitors of the arithmetical classes are at their post, mounted on the form belonging to their class.

3d. He distributes to the monitors of the arithmetical classes small boards containing the sums which they are to dictate to their pupils.

4th. He gives the command for dictating in these words, *Monitors, begin.*

5th. Whilst the rules of arithmetic are dictated, the general monitor of arithmetic goes through the different classes, to see that the monitors do their duty, and that the pupils are attentive and assiduous.

6th. He hears the requests of the children, he warns the idle, and sends to the platform those who persist in doing wrong.

7th. He writes on his slate the names of the good and bad monitors.

8th. When the pupils have been engaged for some time in writing from *dictation* the rules of arithmetic, he makes them do the same sums over again, without the assistance of the keys.

9th. For this purpose he desires the monitors of arithmetic to suspend their labours, by saying, *Monitors, Step up:* The monitors of arithmetic stand upon the forms in the places that they occupy.

10th. He then writes upon his slates the number of pupils in each class, in order to divide them into semicircles. He names the reading-monitors who shall superintend these semicircles. He makes them leave their seats, and range themselves in a line at the head of their classes.

11th. He says to all the pupils of the arithmetical classes, except those of the 1st division of the 1st class, *Look—Out—Front—Take up slates.* (The children in the 2d division of the 1st class do not take their slates, but suspend them on the nails of the desk of their class.) The monitor general then says, *Look:* He makes a sign with his hand to the right or left, and says, *Go:* The pupils of all the arithmetical classes, turning as directed, go out one after another, under the superintendence of the monitors of drafts, and range themselves in semicircles in the place pointed out by the general monitor.

The monitor of drafts immediately begin the exercises.

12th. Whilst the pupils are engaged in working sums in the four rules, from the boards, the monitor-general of arithmetic goes through the different classes, and maintains order and quietness.

13th. The children are thus engaged until a quarter to 12. A few minutes before this time, the monitor-general of arithmetic makes them leave off; the pupils form a line, with the monitors at the head of the drafts.

14th. The monitor-general then distributes a ticket to the 1st child of each draft.

15th. He gives the following commands to the pupils: *Look*, making a sign with his hand to the right or left:—The pupils

turn as they are desired. *Go:* The pupils under the superintendence of their monitors, return to their arithmetical classes. *Front:* The pupils face the general-monitor. *Lay down slates:* The children lay their slates on the desk. *In:* They take their seats. The monitors of the arithmetical classes get upon the forms, and keep order until the close of the school.

16th. The monitor-general of arithmetic is to be obedient to the monitor-general of order.

In the afternoon the pupils do not practise arithmetic. Those in the 7th and 8th classes are employed during the greater part of the time in writing in copybooks with pen and ink. After reading the boards, therefore, and when the pupils have returned to their writing, the monitor-general of order addresses himself to the boys of these classes, who write on paper, and says, *Those who write on paper, Look—Out—Go:* They place themselves on the last forms in the school-room. Then the monitor-general of order commands the monitors of these classes to go for the copybooks and pens, to distribute them to the children, and to keep them employed till the school breaks up.

QUALIFICATIONS AND DUTIES OF MASTERS.

The influence of the conduct and example of adults over the infant mind has been much too slightly regarded, though it would seem sufficiently obvious that the habit and character of children are formed upon the model of those to whom they look up for support and protection. If *these* indulge in the angry passions, show a disregard to truth and sincerity, and are otherwise immoral in their conduct, can it be a matter of surprise that the children should be depraved? Accordingly it appears, on investigating the cases, and tracing the history of many who have become the pests of society, that they have fallen into criminal practices in consequence of the evil example of their parents, and the neglect of a proper education.

The persons selected for masters and mistresses of schools, must not only possess the most unblemished characters with regard to moral conduct, but should also be imbued with a deep sense of the importance of religion: they should in all their actions give proof of the strictest regard to truth and sincerity; their disposition should be frank and open; they should have a perfect command of their own tempers and passions; and while they are capable of displaying firmness upon all proper occasions, their ruling disposition should be benevolence

and kindness; they should govern by love rather than by fear, and make it their constant endeavour to convince the understandings of their pupils of the *reasonableness* of every thing which is required of them. Having in the first place secured the affections of the children, their government will become easy and delightful:—an instructor should enter into the views and feelings of children, and make human nature his study, availing himself of little incidents as they occur, to improve the moral feelings of the pupil, to enlarge his views, and engage his affections on the side of virtue and truth—These are points of the highest importance, and a deficiency in these qualifications cannot be compensated by the most profound erudition.

As the education in these elementary schools, as far as regards mere learning, is principally confined to reading, writing, needlework, and arithmetic; nothing more will be absolutely required in a master or mistress of these schools, than a perfect knowledge of these branches of instruction; and such is the excellence of the plan of the British System, that if the organization of the school be exactly maintained, even a moderate degree of learning on the part of the master, provided he possess the higher qualifications, will be sufficient: but it is still highly desirable that every teacher should constantly endeavour to increase his stock of useful knowledge, by availing himself of every opportunity consistent with the due discharge of his duties, for the improvement of his mind. He may thus extend the sphere of his usefulness, and be enabled to see more distinctly where improvements may be suggested. Besides its beneficial effects upon the children, a kind and benevolent disposition in the master will operate favourably upon the parents of the children: the master should take opportunities to pay them friendly visits, and secure as much as possible their co-operation with him, in training the children to habits of cleanliness, diligence and virtue. Such conduct would also make a favourable impression upon those who visited the school, and dispose them to assist in its support.

They who devote themselves to the education of youth should be deeply sensible that they are undertaking a highly responsible charge: Upon *them*, to a considerable extent, will depend the habit and character of the men and women of the next generation; and if they discharge their trust conscientiously, they may fairly be considered as the most useful members of society; and whether they receive their merited reward from men or not, they will not fail of what is infinitely more valuable—the approbation of Heaven.—The duties of the master, or mistress, may be arranged under the following heads.

Mode of Admission.

Every Friday morning at nine o'clock, applications for admission are received at the school by the master, who records the name and age of the boy, and the name, residence, and religious denomination of the parent, together with the date of application, in a book for that purpose. (See Register, No. 3.)

On Fridays printed notices are sent to the parents of applicants in the order of their application, and on Monday morning they are admitted, and the vacancies of the preceding week filled up. Each boy is examined by the master on his proficiency in reading, &c. and sent to the class for which he is found qualified.

His name, age, &c. is entered in the Alphabetical, or School-register, (see Register, No. 1.) and also in the Class-list.

Mode of examining the boys in Reading; and transferring them to higher classes.

On the last week of every month all the boys in the school (except those that are in the eighth class) are examined individually by the master, on their proficiency in reading. And each boy who is found to be perfectly master of the lessons of the class in which he is, receives an *examination-ticket*, which entitles him to a prize of twopence value, and on Monday following he is transferred to the next higher class.

The master taking the first class-list, calls the boys on the platform, and examines them, one by one, in the order of their names in the list. He sends to their class, those who do not know the letters perfectly, putting a dash against their names to indicate that they have been examined.

Those who can distinguish all the letters correctly, receive an *examination-ticket*, and are returned to their class—a mark is put against their names to indicate that they are qualified for the second class.

This being done, the master examines the second class, by its list, in a similar manner. Each boy who can read all the syllables of two letters in the lessons of the class, receives an *examination-ticket*. A mark is put against their names, and against the names of the boys not qualified for promotion, as in the preceding class.

The boys in the other classes are examined in the lessons of their classes in like manner; and those who can read them correctly and readily, receive each an *examination-ticket*.

The absentees on this occasion, who are known by having no mark against their names, are examined on their first attendance.

On the last Saturday of the month, the master makes out a new set of class-lists. In doing this, the names of the boys that on examination were found qualified to be promoted, are transferred to the next higher class in the new list.

The names of all the boys in the first class that obtained examination-tickets will therefore be transferred to the lists of the second class; and those who obtained examination-tickets in the second, will have their names transferred to the third class, and so of the others. And on Monday morning, the boys are promoted to the classes in which their names stand in the new lists. The promotions are also noted in the Alphabetical Register.

The transfer of the boys occasions an alteration in the number of their names on the lists. On the first Monday of every month, the boys must on that account mention their names to the monitors, which they turn to, mark, and tell the boys their numbers in the new lists.

Mode of Examining Boys in the Arithmetic-Classes.

The monitor-general takes down on a slate, the names of the boys that he observes, in the discharge of his official duty, to distinguish themselves while ciphering in drafts. He also inquires of the monitor of each draft, if he has any boys qualified for examination, and takes down on his slate the names of the boys reported.

When the business of the school closes, the monitor-general takes up the slate to the master. Next day, in the course of the time appropriated to ciphering, these boys are called up and examined by the master.

All the boys reported from the first class, are called up at the same time, and questioned on their knowledge of the Addition-table. Those that show a sufficient knowledge of it, receive an *examination-ticket*, and pass immediately to the second class.

The boys from the second class are next called up, and have an example in simple addition dictated to them by the master, standing in a situation that they cannot copy from one another. The boys who work this example readily and correctly, receive an *examination-ticket*, and are promoted to the third class.

The boys from the other classes are examined in a similar manner: and after they are all examined, the promotions are recorded in the Alphabetical Register.

The boys belonging to the first division of the first class are not registered as being in arithmetic; their business being merely introductory to that of the second division of that class.

Aggregate Report of Attendance.

Each monitor, after marking each boy present, counts the number of marks which he has made in the column, which he subtracts from the total number of names on the list, and goes up with the report to the master's desk. This report, written in a book by him, shows the total number of attendants, the number present, and the number absent in each class every school-time; and also the sums total of each (see Register, No. 2.)

An account of attendance at public worship on Sunday, of the boys present on Monday morning, is taken, an aggregate account of which is kept in a book ruled for the purpose (see Register, No. 5.)

Mode of inquiring after Absentees.

An inquiry is made after absentees every week.

On Saturday the master fills up from the class-lists, printed notices, specifying the class which the absent boy is in, with the number of times that he has been absent from school during the week, and requiring a satisfactory reason by the bearer.

On Monday morning the business of the school is suspended some time previous to dismission.—The master takes the absentee-notices, and calls out the name and class of each defaulter, desiring the boy who knows his residence, to mention his own name and class, which are written on the notice. After an inquirer is thus found for each, the notices are delivered to them. These, after leaving school, go and present the notices to the parents, who write or cause the inquirer to write on the back the reason of absence.

In the afternoon the inquirers bring up the notices to the master, who at a convenient time enters these reports in the proper column of the class-list. Those who are reported to have left school are erased from this list: the day on which they left school, the causes, and the classes in which they were then placed, are recorded in the Registers, No. 1 and 3.

EMULATION AND REWARDS.

To some boys, the pleasure of excelling their compeers, and of obtaining the approbation of their master, are sufficient incitements: but to promote a more general emulation, every boy is rewarded who distinguishes himself in performing his lesson, or by his attention and orderly conduct in the school.

Tickets.

Tickets of nominal value, made of pasteboard, are given to deserving boys each school-time; which are called in at the end of every month, and rewards consisting of books, articles of clothing, &c. are paid to the holders in exchange.

The value of a ticket is half a farthing; and for the sake of economy, tickets of the value of two, three, four, five and six half-farthings are also used. Their values are distinguished by numbers. On a ticket of half a farthing's value is printed, "Merit No. 1."—On a ticket of two half farthings' value, "Merit No. 2," &c.

When all the tickets of lower value are issued, they are called in, and exchanged for those of higher value. By this means a much smaller number is made to serve the purpose for which they are intended.

A merit-ticket No. 1, is given every school-time,

1st. To the first boy in every draft both in reading and arithmetic, as a reward for attaining that situation.

2d. To all the boys who are reported by the monitor-general for having distinguished themselves in reading, writing, and arithmetic, and maintained good behaviour during the school-time.

3d. The monitors of drafts are paid two tickets each school-time, for their service as monitors.

Examination-Ticket.

The value of this ticket is 2*d.* Such a ticket is given to every boy who goes from an inferior class of reading, arithmetic, or writing on paper, to a superior one, after a due examination by the master.

Pay-Ticket.

The monitors of classes receive a pay-ticket each school-time, as a reward for their services, which is equal in value to *one farthing*. Before the school closes, the monitor-general reports the monitors who have kept their classes in the best order, and they are rewarded with another pay-ticket. The pay-tickets are paid in money at the end of every week.

The two monitors-general of order are paid four-pence each at the end of every week, for their services.—Their pay increases according to the master's judgment of their merit.

The monitors-general of reading and of arithmetic are paid three-pence each.

Besides these *stated* rewards, the master, whose superintend-

ing eye embraces the whole, bestows tickets at his own discretion upon those whom he judges peculiarly meritorious, and even if they are not reported by the monitors-general; but he never fails to reward those that are reported by them.

General Distribution of Rewards.

At the end of every month the tickets are paid in rewards of various sorts, with a considerable degree of *formality*. The prizes are valued at so many tickets each, and the boys are allowed to choose for themselves prizes equivalent to the number of tickets which they have obtained.

When all the boys have received their prizes, they walk round the school holding them above their heads, and preceded by the monitor-general, who proclaims that those boys have obtained these prizes by their good conduct and improvement in learning. After marching two or three times round the school, they are permitted to go home.

This business is generally concluded about four o'clock in the afternoon; and to stimulate the boys who have obtained no prizes, and who sit in their seats during the ceremony, the master pronounces an *eulogium* on those who have been dismissed with their well-merited rewards, and exhorts the scholars in general to be orderly and attentive, that they may obtain similar rewards at the end of the next month.

The Library.

The best boys, but especially the monitors who have distinguished themselves by their good behaviour, have the privilege of taking any book from the library, under certain regulations, and may carry them home for a limited time; and on returning the book, they are permitted to take another.

No book can be introduced into the library but those which have been placed there by the committee of the school.

PUNISHMENTS.

The forfeiture of tickets, and confinement after school-hours, are the principal punishments used.

Immediately after the good boys are called up and rewarded, the report of the bad boys from the monitor-general is called over.

The talkers, players, and idlers, are sentenced to half an hour's confinement for each time that they are reported guilty of either of the above offences.

Boys who come late to school, that is, a quarter of an hour

after the school is opened, are confined half an hour also.—A boy is appointed to write on a slate the name of each who comes in after that time:—This list is called the *Report of late boys*.

Dirty boys are sentenced to have their faces and hands washed before the whole school, and to be confined half an hour. In all cases, however, the parties may be excused from confinement, if they are in possession of merit-tickets, by forfeiting them at the rate of one ticket for every half hour's detention.

The boys who are reported *Truants*, are reproved, exhorted, and confined by the master, as the case may require:—their names are put on a slate, and called over at the close of every school for a month. This is called *The Truant-slate*. It is considered by the boys a great disgrace to have their names on the truant-slate.

After the bad boys come up to the platform, they are classed into divisions, corresponding with the *number* of offences.

In the division of boys who have been *once* reported, each is required to pay a ticket. Those who do so are dismissed, and those who have no tickets are taken to the bottom of the school by the monitor of bad boys, and are confined half an hour.

The division of boys who have been *twice* reported, pay each two tickets, and are dismissed; those who have no tickets are taken down to the bottom of the school, and are confined one hour, and so on.

As it sometimes happens that a boy is reported by the monitor-general of order, and by the monitors general of reading and arithmetic, during the same school-time, it is found most convenient to call up the boys reported by each monitor-general, separately, and to dismiss one report before another is called for.

Monitors of drafts pay two tickets for each offence reported against them.

Monitors of classes forfeit a pay-ticket for each offence.

General-monitors have a part of their weekly pay suspended by the master, for inattention or misconduct.

Truants pay four tickets for each school-time neglected.

Disobedience to monitors, forfeits four tickets.

Disobedience of subordinate monitors to superior monitors, six tickets.

Partiality in monitors, or false reports, eight tickets.

Every boy who considers himself aggrieved by his monitor is at liberty to appeal to the master, at the time of his being called up to the platform previous to dismissing the school; both monitor and boy are allowed to call up witnesses in their own defence, and after examination, sentence is passed by the master.

If the boy is in the right, he is dismissed, and the accuser punished as he deserves; but in case of groundless appeal, the boy is sentenced to a longer confinement.

The boys who are to be confined after the school hours, are constantly employed by a monitor during the time of confinement, in writing on their slates the words of their class; and if they are idle or disorderly, they are reported again at the next meeting.

REGISTER, No. 1.

PLAN OF ALPHABETICAL SCHOOL REGISTER.

Name.	No.	Residence.	When Admitted.	Reading Classes.								Arithmetic Classes.										When left School.	Remarks.
				1	2	3	4	5	6	7	8	1	2	3	4	5	6	7	8	9	10		
Adams, John	6	Kent Street	May 6,1815				$\frac{5}{5}$	$\frac{6}{19}$	$\frac{7}{19}$			$\frac{7}{19}$											
Andrews, W.	94	John Street	June 4,1815							$\frac{6}{4}$					$\frac{6}{4}$								
Abel, George	76	Bird Lane	Aug. 6,1816	$\frac{6}{6}$																		Aug. 20th.	Removed

REGISTER, No. 2.

PLAN OF AGGREGATE REPORT OF DAILY ATTENDANCE.

Morning.	Present.	Absent.	Total.
1 Class.	9	2	11
2 do.	18	4	22
3 do.			
4 do.			
5 do.			
6 do.			
7 do.			
8 do.			
May 1, 1816.			

REGISTER, No. 5.

PLAN OF AGGREGATE REPORT OF ATTENDANCE AT PUBLIC WORSHIP.

Sunday.	Church.	Chapel & Meeting.	Sunday School.	Absent.	Total.
1 Class.	4	1	6		11
2 do.	6	2	10		18
3 do.	7	4	13	1	25
4 do.					
5 do.					
6 do.					
7 do.					
8 do.					
May1,1816					

REGISTER, No. 3.

PLAN OF REGISTER OF CANDIDATES.

No.	Name.	Age	Parents' Name.	Religion.	Residence.	When Admitted.	Class. R.	Class. A.	When left School.	Class. R.	Class. A.	Remarks.
1	Thomas, John	7	Wm. and Ann	Church	Pumpcourt	June 1,1815	4		Aug. 30, 1815	6	2	Illness
2	Bond, William	6	John and Sarah	Catholic	John street	July 6, 1815	6	1				
3	Cohen, Moses	8	Moses & Ruth	Jew	Mint	Do.	3		Dec. 1, 1815.	6	2	Heb. Sch.

No. 2.

Date,

PLAN OF CLASS LIST.

No.	NAMES.	First Week. M	T	W	T	F	S	Report.	Second Week. M	T	W	T	F	S	Report.	Third Week. M	T	W	T	F	S	Report.	Fourth Week. M	T	W	T	F	S	Report.
1	J. Jones	+	—	|	+	+	—	Ill																				
2	W. Bond	+	+	+	+	+	—		+	|	|	+	+	—	Truant														
3																													
4																													
5																													
6																													

PART THE FOURTH.

HINTS FOR THE FORMATION AND MANAGEMENT OF SCHOOL SOCIETIES.

As it often happens that a number of benevolent individuals are disposed to unite their exertions for the establishment of schools in the place of their residence; but are somewhat at a loss, as to the best means of accomplishing their object; the following Hints of the Resolutions necessary to be passed at a General Meeting in order to organise the attempt, are submitted to their consideration.

A. *At a MEETING of the Inhabitants of the Town of B—— and its Neighbourhood, held for the Purpose of taking into Consideration the State of the Children of the Labouring Class of Society of the said Town and its Vicinity:*

——— ———, IN THE CHAIR.

A. It appearing to this meeting, that the state of the children of the labouring class of the people, and the deficiency of their education, render it highly needful that some effectual mode be adopted for the improvement of their morals, and for affording them a proper education:

RESOLVED,

A. That the plan of The British and Foreign School Society, on account of its liberal principle, and its great simplicity and economy, appears to be best adapted to this end.

A. That for the purpose of promoting the important objects of this meeting, a society be formed, and denominated the B—— Society, for the education of the children of the labouring class of the people, and the improvement of their morals.

A. That the children of all labouring people or mechanics, residing within the town of B—— and its neighbourhood, are proper objects of this Institution.

Government of the Society, and Privileges of Subscribers and Governors.

A. That all subscribers of half a guinea a year, or of five guineas in one donation, be entitled to have one child continually in the school, except as after mentioned.

A. That all subscribers of one guinea a year, or of ten guineas in one donation, be entitled to have two children continually in the school, except as after mentioned; (and so in proportion for any larger sum) and also be governors of the society, and, as such, eligible to be members of the committee; and to vote and be present at the general meetings.

A. That no boys be admitted until they have entered their sixth year.

A. That whenever the number of boys admitted into the school, shall be within twenty of the number determined by the committee to be received, no boys under the age of eight years shall be admitted, and the eldest of the then applicants shall be preferred.

A. That all absent subscribers may recommend children by proxy.

A. That all subscriptions shall become due on the 1st day of September in each year, and no governor shall be entitled to vote at general meetings or recommend scholars during such time as his subscription is in arrear.

General and Special Meetings.

A. That a general meeting of the governors be held every year on the first Wednesday in September, at twelve o'clock, at which meeting the proceedings of the committee (appointed as after mentioned) for the preceding year shall be read, and if approved, confirmed, and the funds and the state of the school considered, and a report thereof* for the information of the subscribers approved, and such additional regulations and resolutions adopted as may be deemed necessary, and a president, vice-presidents, treasurer, and other members of the committee elected or re-elected; but such fourth part of the committee (not being the president or vice-presidents) as shall have attended the least frequently during the preceding year (unless absent from B——, or prevented by illness) shall not be eligible for the ensuing year.†

That special meetings of the governors may be called at the request of the committee, (seven or more of them being present,) or by twelve governors, seven days' previous notice being given thereof, and of the business proposed to be transacted.

That no question be decided by ballot unless demanded in

* See Form A, 1.

† One *fourth* of the members may go out yearly agreeably to this resolution; but if none equal to those who go out can be found amongst the subscribers, this rule may be dispensed with.

writing, and signed at the general meeting, (wherein the question shall arise) by at least ten governors, and that all female and absent governors be entitled to vote by proxy at such ballot, which shall be taken seven days subsequent to such general meeting.

Committee.

A. That this society be under the direction of a committee of eighteen governors, consisting of a president, four vice-presidents, a treasurer, and twelve other governors.

A. That A be the president, B, C, D, and E, the vice-presidents, and F the treasurer, and G, H, &c., (twelve other governors,) the committee*—such twelve other governors being resident within the town of B—— or its vicinity.

That the committee meet on the first Thursday in every calendar month, three members whereof shall constitute a meeting.

That the committee may fill up any vacancy (not being that of a president or vice-president) which may happen therein during the interval of the general yearly meeting; the governors being proposed at one, and elected at the ensuing monthly meeting.

That the committee may elect as honorary members thereof, such persons (not being resident within the town of B—— or its vicinity) as shall in their estimation have rendered essential service to the society: the mode of election to be as in case of a vacancy in the committee.

That any three members of the committee may call a special meeting thereof, specifying in writing the business to be submitted thereto, and which the collector shall insert in the summons.

That no member of the committee be employed in any business respecting the society, for which he is to receive a pecuniary compensation.

That the committee publish yearly a report of the state of the society, after the approbation thereof by the yearly meeting.†

That the committee shall appoint the schoolmaster, and all the inferior officers of the society, and form temporary regulations for the management of the school, which shall be in

* The committee, according to circumstances, may be increased to six vice-presidents and to sixteen or twenty-four committee-men, if so many efficient persons are wanted, and can be procured;—but this is not needful in small towns.

† See Form A.

force until the next general meeting; but no longer, unless then confirmed.

A. That no book, pamphlet, or other paper, be introduced into the school, without being first presented to, and approved of by the committee, and that the general reading-lessons be confined to the Holy Scriptures, or extracts therefrom, and lessons for spelling and arithmetic.

That in case there shall be room for more boys than the subscribers are entitled to recommend, the committee shall be at liberty to fill up the number, and also to appoint boys to any vacancies, occasioned by the omission of subscribers to recommend, but without prejudice to the privilege of subscribers, regulated as after-mentioned.

Treasurer.

That the treasurer shall receive all sums of money paid for the use of the society, and give such security for the faithful discharge of his office, as the committee shall deem sufficient, and that he make all payments sanctioned by the committee, and lay before them at each monthly meeting, a list (to be prepared and delivered to him by the collector) of all such subscribers as shall be in arrear for three months and also a statement of his accounts, which shall be audited, balanced, and delivered to the general yearly meeting.

Scholars, Recommendations, &c.

That every recommendation of a boy to the school shall be signed by a subscriber, and shall specify (agreeably to form B) the parents' names, place of abode, number in family, trade, circumstances, (or average of weekly earnings) and denomination of religion; also the name and age of the boy recommended; which recommendation shall be left with the master, and be submitted to the then next monthly meeting of the committee, by the master, clerk, or secretary, for its determination; and then filed by the master; and if approved, also registered agreeably to form C.

That if any boy so recommended shall be rejected by the committee as ineligible, or in the event of a vacancy happening with respect to any of the said boys, the subscriber recommending such boy shall immediately be informed thereof, by a written notice signed by the master. Whereupon such subscriber shall be at liberty to recommend another boy to supply the vacancy; but if such subscriber shall neglect to do so for two weeks after notice shall be sent, or in sufficient time to be laid before the then next monthly meeting of the committee,

the committee shall fill up such vacancy, and the subscriber lose his recommendation for that time.

That all recommendations of children shall be renewed by the committee in the month of July, in every year, on a report of good behaviour by the school-master, and also by the subscribers during the month of January in every year.

That if any subscriber shall die, discontinue his subscription, or omit to renew his recommendation of a scholar in January in every year, the child recommended by such subscriber shall lose his scholarship, unless continued by the committee, liable to be discharged on there not being sufficient room in the school for such boys as the subscribers shall from time to time recommend in exercise of their privilege.

That no child shall be admitted with any infectious disorder, and that the children come to school properly washed, and with their hair cut short, and combed.*

That the school-hours be from 9 to 12 in the morning, and from 2 to 5 in the afternoon, from the 1st of March to the 1st of November, and from 2 to 4 in the other months.

A. That the children shall attend every Sunday at those places for worship, to which, by their recommendations, they appear to belong; for which purpose they shall assemble at the school-room on that day, sufficiently early to go from thence to their respective places for worship.

Inspectors.

That the committee shall at each of their monthly meetings, appoint two inspectors for each week of the ensuing month, who shall attend at least twice in the week at the school-room, for the purpose of ascertaining the progress of the children in their learning. They shall minute in a book the time of their attendance; and after having inspected the master's reports, &c., they shall enter any remarks thereon, and on any other matter respecting the school, which they deem proper, in the said book, and sign the same; which shall be laid before the then next monthly meeting of the committee.

A. That the two inspectors for the preceding week be requested to attend every Sunday at the school-room, early enough to see the scholars proceed from thence for their respective places for worship, headed by the master, and also such of the committee and subscribers, or other persons, as may, with the approbation of the committee, consent to attend for that

* Experience has shown, that from a strict enforcement of this rule much benefit has arisen. It habituates to cleanliness.

purpose, who are to report to the master, in writing, on the ensuing Monday, the conduct of the scholars during their attendance at their several places for worship, and also the names of the absentees.

*School-master.**

That the school-master shall attend every Sunday at the school-room, for the purpose of properly arranging the scholars previous to their setting out for their respective places for worship, and of taking an account of the absentees. He shall also accompany, and take the oversight of such boys as go to the place for worship he attends.

That in default of any person attending, with the approbation of the committee, for the purpose of accompanying any set of children to their place for worship, such children shall (for that time) go with the master.

That the school-master shall enter, or cause to be entered, daily in a book, an account of the absentees from school, and from their respective places for worship on Sundays, and shall keep a weekly account of the cause of such absence. He shall produce such accounts to the inspectors, and also make a monthly report of the same to the committee, adding an account of the boys who have passed from class to class, in consequence of proficiency of learning, during the preceding month, and of the rewards distributed.

That an account of all recommendations of scholars, and the renewals thereof, by the subscribers and committee, together with the cause of any boy having left the school, agreeably to the form C, shall be kept by the master, who shall lay the same before the first meeting of the committee in the months of January, February, July, and August, in each year, for the purpose of ascertaining whether the recommendations have been regularly renewed, and the account correctly kept.

A. That the committee endeavour speedily to procure an account of the number of children, and their ages, who are now in B———, and its vicinity, having no prospect of education.†

* Masters and mistresses properly qualified and trained in the practice of the British System may be obtained on application to the Committee of the British and Foreign School Society, by letters addressed to the Superintendent, John Pickton, Royal Free School, Borough-Road.

† A short printed notice will be sufficient for this purpose; it may be as follows:

All persons who have boys above 6 years of age, having no apparent prospect of education, are requested to apply to at on Wednesday and Thursday next, at o'clock, in order that a list may be made out to be submitted to the subscribers to the Free School.

A. That a subscription for promoting the object of this meeting be immediately opened, and that the treasurer, and and be appointed to receive the same.

It is certainly desirable, that the general meeting pass all the foregoing resolutions at its first meeting; but if pressed for time, the several resolutions marked A. may be adopted, and the other resolutions postponed, until proposed by the committee at an adjournment of the general meeting, in pursuance of the following resolution, to be entered into after the appointment of the committee, and at the conclusion of the first general meeting, *viz.*

Resolved, that the committee do meet the day of for the purpose of forming such further rules for regulating the conduct of this society as may be deemed expedient, and that they propose the same to the adjournment of this meeting.

Adjourned to the day of next, at o'clock, at this place.

If the committee is not fully appointed at the first general meeting, it may be completed at the adjournment.

The foregoing regulations may in a considerable degree be adopted beneficially, in conducting schools for girls.

A.

Receipts and Disbursements for the British School at B——, from the 1st of September 1809 *to the 1st of September* 1810.

1810.	*Receipts.*	*L.*	*s.*	*d.*	1810.	*Disbursements.*	*L.*	*s.*	*d.*
Sept. 1	Balance from last Year - - -	4	6	4	Feb. 2	Two dozen Bibles and 24 Testaments from the British and Foreign Bible Society, and Carriage - -	6	17	0
	Arrears of Annual Subscriptions for the last year - - - - -	7	17	6	21	One Year's Rent, due the 1st Instant	20	0	0
	Annual Subscriptions for the present Year - - - - - -	73	10	0	March 4	Slates, Pencils, and Ink - -	10	6	10
	Donations - - - - -	10	10	0		Lessons for Reading and Spelling -	7	10	0
	Ditto from the Box at the School -	8	4	3	June 4	Account Books and Articles for Prizes for Boys - - - - -	9	18	4
	Collections at the Church - -	12	15	9	30	Salary to the Master for one Year, due the 25th - - - - - -	60	0	0
	Do. at the Presbyterian MeetingHouse	8	14	1	Sept. 1	Contingent Expenses to this time	5	3	4
	Do. at the Baptist Meeting House -	4	2	1		The Master for collecting, at 6d. in the Pound - - - - -	2	0	8
		130	0	0		Balance to next Year - - -	8	3	10
							130	0	0

A. *continued.*]

REPORT RESPECTING SCHOLARS.

373 Poor children have been admitted into the school from the 1st of September 1807, to the 1st of September 1810, inclusive.
158——— Have left the school for various employments, after having made the usual progress in the different classes.
5——— Expelled for bad behaviour.
2——— Died.
1——— Drowned.
166

207 Remain in the school.

Progress in Reading and Spelling.

218 Have learned to read in the Bible.
34 Have learned to read in the New Testament. This number, at different times forming our 7th and 8th classes, consequently are all able to spell words of three, four, and five syllables.
121 Are now making a rapid improvement in spelling and reading words of two to eight letters.

Progress in Writing.

276 Have learned to write a tolerable (indeed some few a masterly) hand. This number forms the 3 senior classes.
97 Are now learning to write.

Progress in Arithmetic.

303 Out of the whole number of boys have learned cyphering; 138 of whom are nearly masters of the first four rules of arithmetic, simple and compound.

---

194 Remained in the school the 1st September 1809.
60 Admitted to the 1st of September 1810.

254
47 Have left the school.

207 Remain in the school as above.

N. B. Reports as above should be made yearly for the satisfaction of the subscribers.

B.

Form for Admission of Children into the British School of B———.

Names of parents - - - - - - -
Place of abode - - - - - - - -
Number in family - - - - - - -
Trade - - - - - - - - - - - -
Circumstances - - - - - - - -
Denomination of Religion - - -
Age and name of Applicant - -

1809, October 30, Recommended by me,
JOHN SMITH, a Subscriber.

1809, November 6, Approved by the Committee,
JOHN SNELLING, Clerk.

1810, January 10, Renewed,
J. SMITH.

May 3, Renewed by the Committee,
J. SNELLING.

N. B. This Admission is to be filed by the Master; and on every renewal thereof, the same is to be written as above, or indorsed on the back of the Admission, as also the reason of any scholar leaving the school—as,

1810, April 5, Left School by desire of Parents.
(Or absconded or expelled, &c.) J. C. Master.

The master is also herefrom, to make a register agreeably to Form C.

C.

Register of Recommendations and Renewals.

Subscribers recommending.	*Boys recommended.*	*Age.*	*Time when.*	Renewals of Recommendations previous to							
				Aug. 1808.	*Feb.* 1809.	*Aug.* 1809.	*Feb.* 1810.	*Aug.* 1810.	*Feb.* 1811.	*Aug.* 1811.	*Feb.* 1812.
Abraham, John	Joseph Compton	6 yrs. 10 mos	1808, Jan. 4	July 6	Jan. 21	July 10	Jan. 4	April 6	Absconded		
Alexander, Wm	George Atwood	10 — 6 —	April 5	July 13	Jan. 3	July 17	Jan. 4	July 11	Aug.4,gone to work		
Bevans, Samuel	Nathaniel Dean	9 — 3 —	1808, March 6	July 13	Jan. 3	Feb. 5	Died.				
Brown, William	William Carter	7 — 4 —	1809, March 4	. . .	. . .	July 17	Jan. 4	July 18	Sept.1	Withdrawn	byparent
Copeland, G.	John Atkins	7 — 1 —	1810, March 5	. . .	. . .	. . .	. . .	July 18	Jan. 5	July 24	Jan. 6
Calland, Joseph	Rowland Black	6 — 2 —	April 30	. . .	. . .	. . .	. . .	. . .	. . .	July 24	Jan. 6
Davies, Joseph	Samuel Brown	7 — 2 —	1809, Jan. 5	. . .	. . .	July 17	Jan. 4	April 5	Expelled		
Drew, Robert	Nathaniel Drake	8 — 0 —	1810, Jan. 6	. . .	. . .	. . .	. .	July 18	Feb.	Subscrip.discontinued.	

N. B. This List is to be kept by the Master, a blank being left after each letter as above, for additional Recommendations, either by new Subscribers, or by the same Subscribers, in lieu of Boys whose places are vacant. The account of the overplus Boys appointed by the Committee is to be entered alphabetically after the List of those recommended by the Subscribers; the first Column above for "Names of Subscribers recommending" being omitted, and the second Column headed "Overplus Boys appointed by the Committee" introduced in lieu thereof. No Boy whose conduct is commendable, is to be dismissed on account of a Subscriber's dying, or discontinuing his Subscription, or omitting to renew his Recommendation; unless he shall be in the way of Boys recommended by other Subscribers.

The following Modes of keeping the Account of Subscriptions are submitted as eligible.

Account of Subscriptions received by A. B. *Collector for the British School for Boys, at* B——.

1807.		L.	s.	d.
Nov. 4	George Copeland - - -	1	1	0
6	John Abraham - - -	2	2	0
Dec. 8	William Alexander - - -	1	1	0
1808, Jan. 3	Samuel Bevans - - -	3	3	0
	1808, January 4th, Paid the Treasurer A. B.	7	7	0
1808.				
Sep. 11	George Copeland - - -	1	1	0
Nov. 10	John Abraham - - -	2	2	0
Dec. 4	Joseph Davies,—a Donation -	10	10	0
8	William Alexander - - -	1	1	0
21	Samuel Bevans, - - - -	3	3	0
1809, Jan. 2	Joseph Calland - - -	2	2	0
Feb. 2	William Brown - - - -	2	2	0
	1809, February 3d, Paid the Treasurer A. B.	22	1	0

Note. The Donations being marked as such, all the other Subscriptions may be deemed annual.

Account of the Subscriptions to the British School of B———.

Subscribers Names Alphabetically.	Places of Abode.	Sums Subscribed, and when.	When Due, and when Received.		
			Due 1st Sep. 1807.	Due 1st Sep. 1808	Due 1st Sep. 1809.
Abraham John	*High Street, No.* 4.	2*l.* 2*s.* 1807, Nov. 6.	November 6. . .	November 10. . .	Died April 5.
Alexander William	*Green St. No.* 10.	1*l.* 1*s.* —— Dec. 8.	December 8. . .	December 8. . .	Removed to Dover.
Bevans Samuel	*James St. No.* 7.	3*l.* 3*s.* 1808, Jan. 3.	January 3, 1808. .	December 21. . .	Declined October.
Brown William	*Fore Street, No.* 20.	2*l.* 2*s.* 1809, Feb. 2.	. . . . .	February 2, 1809.	November 12.
Copeland George	*Aylesbury St. No.* 36.	1*l.* 1*s.* 1807, Nov. 4.	November 4, 1807.	September 14,1808	December 23.
Calland Joseph	*North Square, No.* 2.	2*l.* 2*s.* 1809, Jan. 2.	. . . . .	January 2, 1809. .	August 5, 1810.
Davies Joseph	*South Parade, No.* 4.	10*l.*10*s* { Donation 1808, Dec. 4.	. . . . .	December 4, 1808	Donation.
Drew Robert	*Lower St. No.* 10.	4*l.* 4*s.* 1809, Nov. 5.	. . . . .	. . . . .	November 5, 1809.

HINTS

FOR THE FORMATION OF

AUXILIARY SOCIETIES

IN AID OF THE

BRITISH AND FOREIGN SCHOOL SOCIETY.

RULES AND REGULATIONS.

I. THAT this Meeting cordially approve of the object and constitution of THE BRITISH AND FOREIGN SCHOOL SOCIETY,

II. That a Society be now formed, to be called THE AUXILIARY SCHOOL SOCIETY FOR AND ITS VICINITY, for the purpose of establishing Schools within these Districts, and of co-operating with The British and Foreign School Society in promoting the great Cause of UNIVERSAL EDUCATION.

III. That, conformably to the fundamental principles of the Parent Institution, the Schools to be established by this Society shall be open to the children of persons of every religious denomination. No Catechism peculiar to any religious sect shall be taught in the Schools, and the general Reading Lessons shall consist of extracts from the authorized version of the Holy Scriptures.

IV. That the parents or relations of every child admitted into the schools of this Society, shall engage that their Children shall attend every Sunday at such place of religious worship as they may prefer, under the superintendence of such persons as may be appointed by the Committee.

V. That all persons subscribing One Guinea per Annum, or Ten Guineas or upwards at one time, and all Executors paying Bequests of Fifty Pounds, or upwards, shall be Members of this Society.

VI. That the business of this Society, shall be conducted by a President, Vice-Presidents, Treasurer, three Secretaries, and a Committee consisting of Forty-eight other Members, and that five Members constitute a Quorum.

VII. That every Clergyman and Dissenting Minister who is a Member of this Society, shall be entitled to attend and vote at the Meetings of the Committee.

VIII. That the Committee shall meet once every month, or oftener, on some day to be fixed by themselves.

IX. That the Committee shall divide the district embraced by this Society into sub-divisions, and appoint two or more of their Members for each, for the purpose of soliciting subscriptions and donations from the Inhabitants.

X. That in consequence of the Parent Institution furnishing Schoolmasters and Mistresses properly qualified and trained in the British System, and also providing Slates, Lessons, &c. to be paid for by the Auxiliary Society at the usual charge, until it shall remit part of its surplus funds; the Auxiliary Society shall be entitled to receive them without any charge, provided the amount does not exceed one half the sum remitted.

XI. That, for the purpose of giving full effect to the benevolent design of the British and Foreign School Society, in their universal extension of the blessings of Education, the Committee shall make it their business to inquire, by means of District Committees, what number of children and adults are unable to read, and report the same monthly to the General Committee.

XII. That, for the purpose of still further promoting the great cause of Education amongst the labouring classes of society, *through their own agency*, it is highly expedient to encourage the formation of SCHOOL ASSOCIATIONS throughout these districts, of which every person subscribing One Penny a week or over, shall be a Member. The funds of such Societies to be *exclusively* applicable to the maintenance of the respective Schools of the districts in which they are established.

XIII. That a GENERAL MEETING of the Subscribers be held on such a day as the Committee shall appoint, annually, when the accounts, as audited, shall be presented, the Proceedings of the past year stated, a new committee appointed, and a Report agreed on, to be printed under the direction of the Committee, and circulated among the Members; and that copies of all the District Reports of the Proceedings of the School Associations be sent as soon as convenient to the Committee of the Parent Institution.

XIV. That on the formation of a new Committee, the Treasurer, Secretaries, and such three-fourths of the other Members as shall have most frequently attended the Committee, shall be re-eligible for the ensuing year.

XV. That Subscriptions and Donations be now entered into; and that they be also received by the Treasurer, Secretaries, and Members of the Committee.

SCHOOL ASSOCIATIONS.

RULES AND REGULATIONS.

THAT in consequence of the 12th Resolution of the Auxiliary Society, the whole District shall be formed into Divisions of such size, that each may be presumed capable of supporting Schools for 3 or 400 Children of each sex.

That a short paper, stating the advantages of Education—the privileges of members, &c. shall be printed, and circulated amongst the Poor.

That after the Divisions are agreed upon, means be taken to procure a large and respectable Committee in each, and that these Committes shall sub-divide their department into Streets, &c. and a Sub-Committee shall be appointed for each of these smaller Divisions, which shall be furnished with Books ruled in columns, with heads of inquiry, as to Names, Residence, Occupation, Religious denomination, Number of Children above six years of age—how many educated, and where—how many without education—whether willing to subscribe, and how much, &c.—and that the printed papers, descriptive of the plan, shall be distributed to every house a few days before the inquiry is begun. That these Committees meet as frequently as they conveniently can, in order to receive the Report of their Sub-Committees.

That the information thus obtained of the state of the Districts be transmitted to the Committee of the Auxiliary Society, which shall thereupon take measures to provide School-Rooms for the accommodation of the Children, and shall give notice to the Parent Society to provide suitable Teachers, Lessons, Slates, &c.

That by extended subscriptions of small sums weekly, from all who are willing to contribute in the Division, a fund be raised not only sufficient to defray the current expenses of the School, but also to provide articles of clothing for the most deserving of the Scholars.

Every Subscriber of one penny per week or upwards, to be a member of the Association, and have the privilege of recommending one child to the School for every penny per week subscribed—Persons in all ranks of Society to be also invited to subscribe.

That by an arrangement of Sub-Committees, chosen from among the Subscribers, application shall be made at every House in the Division, and the Subscriptions be collected weekly—these Collectors to pay the money to the Treasurer, and report regularly to every Committee with a list of the Contributors.

That all the Subscriptions raised by the Association, in any Division, be expended upon the Children in that Division.

That the General Committee of the Division shall appoint a Chairman and Secretary, and meet at least once a month to consider the Reports of the Visitors of the School, the Collectors, &c. the Secretary having power to summon a Meeting at any intermediate time, on a written application signed by three members.

That the accounts of the School be balanced every half-year or oftener, if the Committee shall see fit, and a Report of the state and progress of the School made in writing to a Half-yearly General Meeting of the Subscribers; and the surplus, after defraying the current expenses of the School, shall be invested by the Committee in the purchase of useful articles of Clothing for the Children, or in any other way which the Committee may judge most for their benefit.

That the providing the Clothing be intrusted to a Committee of Females, who shall make their Report to the General Committee.

That the Girls School shall be under the management of a Female Committee, who shall conduct it according to the general Rules, and shall report regularly to the General Committee of the Division.

That all the Children, on their entering the Schools, shall be registered under the religious denomination to which their Parents belong, and that they be required to assemble at the School-House, at an early hour, say 9 o'clock on every Sunday morning, where they are to be met by certain persons from the different religious denominations, who shall attend the Children of their own sect to a place of worship; and that these Persons be furnished with Tickets, one of which they shall deliver to each Child after the worship is over, as his certificate to the Master of the School on Monday morning.

That the regular attendance of the Children at some place of divine worship be essential to the receiving of Prizes.

That the distribution of Prizes shall be made publicly in the School-Room, at each General Meeting, and at the same time there shall be a Public Exhibition of the School.

That a printed Report of the state of the School, with the names of those who have received prizes, &c. shall be published

immediately after every General Meeting; but the cost of each Report not to exceed one half-penny, and those to be regularly distributed by the Collectors throughout the Division.

That the distribution of Prizes shall be as general as possible.

That the Committee shall establish a gradation in the value of Prizes—founded upon the number of Tickets each Scholar may acquire.

That the School be regularly visited by two members of the Committee of the Association, in rotation, who shall enter into a Book to be provided for that purpose, the Date of their attendance, the Number of Children present, and the State of the School at the time—this Book to be kept in a box or drawer in the School Room, under lock and key, accessible only to the Committee.

That the Committee keep a List of those Children who, having distinguished themselves for good conduct, shall have nearly completed their Education, and endeavour to find suitable places for those who may need it; and that Children so placed out be occasionally inquired after and visited; and also that the Auxiliary Committee be solicited to appropriate a part of its funds in bestowing rewards upon those who shall have supported a good Character for one, two or more years.

That every half-year a conference be held in the District, consisting of Deputies from the Committees of all the Divisions in the District, and to this Meeting every Association shall send its Report, stating the number of Scholars, their progress in learning, general conduct, distribution of Prizes, &c.; and an Abstract shall be prepared from these Reports, for the Auxiliary Committee of the District.

That a Report from the Auxiliary Society be sent every half year to the Parent Institution.

That a Library be attached to every School, the Books to be lent out to the Scholars, under regulations to be fixed by the Committee.

That no Books shall be admitted into the Library, but such as are approved by the Parent Society, or by the Auxiliary Society of the District.

That no religious opinions peculiar to any sect or party be taught in any of the School-Rooms.

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